

**EXPLORING TEACHERS' EXPERIENCES IN MANAGING LEARNER DISCIPLINE
IN SECONDARY SCHOOLS IN THE HARDAP REGION OF NAMIBIA**

By

AGGREY KAYABU MAKENDANO

Submitted in the fulfilment of the requirements for the degree of

Doctor of Philosophy (PhD) in Education

In the subject

EDUCATION MANAGEMENT

At the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF V.P. MAHLANGU

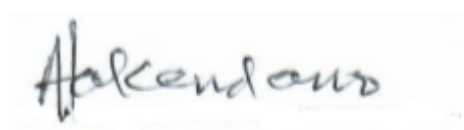
December 2019

DECLARATION

I, **AGGREY KAYABU MAKENDANO**, hereby declare that this thesis: **Exploring Teachers' Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia** is a true reflection of my own work, and it has not been submitted for a degree in any other institution of higher learning. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Copyright: No party of this thesis may be reproduced, Stored in any retrieval system, or transmitted in any form or by any means (e.g. Electronic, Mechanical, Photocopying, Recording or Otherwise), without the prior written permission of the Author, or the university of South Africa (UNISA) in that behalf.

I, **AGGREY KAYABU MAKENDANO**, grant the University of South Africa the right to reproduce this thesis in whole or in part, in any manner or format, which it may deem fit, for any person or institution requiring it for study and research.



.....
Signature

AGGREY KAYABU MAKENDANO

Makendano A K

12 December 2019

December 2019

Author

DEDICATION

I dedicate this work to:

- All secondary schoolteachers of the Hardap Region of Namibia, Auob Circuit in particular.
- My friends, siblings and all the Makendano family members who stood by me during this test of time.
- My beloved late grandmother, Iwadi Kalundu, this is for the teacher.
- My beloved late mother Nalufu Makendano, late father Ticky Makendano Situngu, late Uncle Bernard Sepiso Limbo, late brothers Steyn Makendano and Ivan Mabelo Makendano, late sister Precious Muyebu Makendano. I will forever cherish the teacher's love for education. May their soul rest in the bosom of the Lord.

ACKNOWLEDGEMENTS

I am deeply indebted to all those who have assisted, contributed and cooperated towards the completion of this thesis. The following deserve special mention:

- First and foremost, **my supervisor Prof Vimbi. P. Mahlangu** – for his invaluable expert guidance and advice, firm and continued support throughout my study. He was always available whenever I call for guidance and he motivated and encouraged me to proceed with my work. It was a great honour and a privilege to work with him over the years of my studies both for my Masters and Doctorate Degree. His constructive remarks and comments on each phase of the research work were much developmental and have contributed to the finalisation of this thesis. He has taken much care of me as a growing researcher, through his encouraging attitude and constructive remarks. His professionalism is outstanding. He has always done his utmost to help me with my studies until I completed this thesis. May God bless the teacher Prof with more years.
- The Director of Education of the Hardap Region for granting me permission to gain access to the various secondary schools in the Auob Circuit to pursue this post graduate degree of Doctor of Philosophy (PhD) in education, specialising in education management.
- All the teachers of the six secondary schools of the Hardap Region, Auob Circuit in particular, who positively contributed to this study, and I wish to extend my sincere gratitude.
- **Mrs Kuhanga Lilian** who professionally language edited and technically laid out all my work. Her input towards the completion of my thesis is highly appreciated.
- **Mr Oiva Mekondjo Lumbu** my technical expert for his assistance in mailing and receiving all my mails to and from the University/supervisor, submitting and uploading all my schoolwork chapters including my main thesis to the turn it in and for technically aliening and formatting my work before submission. For his dedication and sacrificing his valuable time in escorting me in and around all the selected schools located within and outside the town of Mariental. For his technical knowledge and skills for selecting, buying and arranging all the required materials for use during the semi-structure interviews including transport. He acted like my personal assistant in everything starting from my research proposal

to the end of this study. Even if he was tired or committed somewhere with other official duties, he made himself available at any time I needed his assistance. He sacrificed himself to drive with me in those gravel roads which are in a very poor condition, rocky, badly damaged and unsafe to drive. Thank you very much, my brother, for your love, kindness, patience, moral support, dedication and sacrifice. I will remember you for the rest of my life: without your assistance this study could not have been accomplished in two years.

- My Nephew **Mr Richard Jaar** has constantly assisted me in typing and correcting of my documents. Thanks very much for his hard work, encouragement dedication, patience, moral support and sacrificing his valuable time to enable me to successfully complete this research. Without him, this work could not have been accomplished in time.
- My sister **Mrs Janet Siliye Kuyonisa** and my elder brother **Mr Godfrey Kuyonisa** for their moral and material support they rendered me during the period of my study and who constantly assisted me mailing and receiving of my documents to and from my supervisor,
- My sisters **Ms Helvi Katofa** and **Ms Elisabeth Kandjimi** for typing my chapter 3, **Brother Mr Lilungwe Mufaya** and **Obrien Lutangu** for typing my chapter 4, and **Mr Salom Weight** for typing my chapter 2 for their sleepless nights they spent typing my work. They really helped me a lot. They have been my sources of Inspiration.
- My brother **Mr Nicodemus Ndangi Pokolo** for driving me in and around all the selected schools located within and outside the town of Mariental, especially to the other three schools which were located in a very far remote area of Auob Circuit approximately 100-140 km from Mariental town in those gravel roads which are in a very poor conditions, rocky, badly damaged and unsafe to drive. Even if a four-wheel (4x4) pick up bakkie was used, it was a very difficult expedition. Thank the teacher very much my brother for your dedication and sacrifice.
- My nephew, **Mr Geschwill Heinrich Ludwig** for his restless months, weeks and weekends he spent helping me typing my chapter 5, half of my chapter 6 and for his tireless efforts he spent assisting me with the corrections of all the chapter of my thesis. Thanks very much for his hard work, encouragement dedication,

patience, moral support and sacrificing his valuable time to enable me to successfully complete this research.

- Above all, I would like to thank honour and praise the almighty **God** the creator for many blessings, good health, and privileged opportunities to complete this work successfully.

ABSTRACT

Managing discipline in the developing world where corporal punishment has been abolished in schools in line with the human rights agendas, has led to teachers battling with implementing alternative peaceful discipline measures. Namibia is no exception. Data gathered from six purposively selected secondary schools served as the case of this research were textually analysed using open coding. Data used in this inquiry were gathered through qualitative open-ended questionnaire and semi-structured individual interviews from 24 participant teachers at the six secondary schools. In order to view learner discipline in a holistic way, the intention of this inquiry was to explore how teachers experience the management of learner discipline; the factors contributing to learner discipline; the challenges faced by teachers in managing learner discipline; the Namibian government policy in managing learner discipline; and strategies adopted by the teachers in managing learner-learner behaviour in Namibian secondary schools in the region of the Hardap of Namibia. Most of the existing body of knowledge on the phenomenon of learner discipline was confirmed by this study. The inquiry further analysed, presented and discussed the findings in light of the literature review and theories and models that guided the study.

The results of this inquiry highlighted that the problem of the Namibian education system is compounded by lack of learner discipline among both learners and teachers. During this inquiry, it was revealed that there is a rampant breakdown of discipline among secondary school learners in the Auob Circuit of the Region of Hardap of Namibia. It was also revealed that participant teachers are trying their best to maintain learner discipline by involving other educational stakeholders. The conclusions were consistent with the main results from the semi-structured individual interviews as well as those from the qualitative open-ended questionnaire resulting in different recommendations being directed at the Education, Arts and Culture Ministry, secondary schools, teachers, parents and learners. It was found that school rules and classroom rules serve as a guideline for teachers and learners when maintaining learner behaviour in schools. Most schools have introduced a demerit system where learners are allocated different points for different offences that they commit, like if they come late for school, come to school without a doctor's certificate after being absent, if they are disrupting the classes or walking around the school

aimlessly. Teamwork among teachers is really lacking when it comes to learner behaviour management in schools. Undisciplined learners take chances as they know that even if they misbehave, nothing will happen to them. The management of learner discipline at some schools has become a very difficult task since most of the learners are troublesome. Learners are affected by the circumstances at home to schools which lead to many problems at schools. Lack of parental involvement is a challenge that teachers face in maintaining learner discipline in schools. Some learners misbehave because of peer pressure. Teachers are also sometimes to blame for disciplinary problems experienced in the Hardap secondary schools of Namibia, taking out their frustrations on the learners or themselves indulging in acceptable behaviour such as drunkenness or sexual molestation.

Alcohol and drug abuse are a challenge which is predominant in the Hardap secondary schools, particularly in the Auob Circuit. The results of this inquiry revealed that the challenge that teachers are facing in schools is that learners are defiant, break the law and often become violent. The study recommends that workshops or in-service trainings on learner behaviour management should be conducted by the Education, Arts and Culture Ministry at least twice a year. Teachers should involve learners in drafting a set of school rules.

KEY TERMS:

Physical punishment, secondary schools, learner discipline, management, Hardap Region, challenges, Government policies, strategies, exploring, teachers' experiences, theoretical frameworks, qualitative research

OPSOMMING

Die bestuur van dissipline - in die meeste ontwikkelende wêreld waar lyfstraf in skole afgeskaf is in ooreenstemming met die menseregte-agendas, waar die onderwysers suksel met die implementering van alternatiewe maatreëls vir vreedsame dissipline, insluitend Namibië is 'n baie slegte ervaring vir die meeste onderwysers in die hoërskool. Data wat versamel is uit ses kriteria wat geselekteerde sekondêre skole was, het gedien as die geval van hierdie ondersoek, is met behulp van 'n oop kodering tekstueel ontleed. Data wat in hierdie ondersoek gebruik is, is versamel deur middel van die kwalitatiewe ope vraelys en semi-gestruktureerde individuele onderhoude van vier en twintig deelnemende onderwysers van die ses sekondêre skole.

Om die leerderdissipline op 'n holistiese wyse te beskou, was die bedoeling van hierdie ondersoek om te ondersoek hoe onderwysers die korrekte bestuur van leerderdissipline ervaar, die faktor wat bydra tot leerderdissipline, die uitdagings wat onderwysers in die bestuur van leerderdissipline in die gesig staar, die Namibiese regeringsbeleid in bestuur van leerderdissipline en strategieë wat deur die onderwysers aangeneem is vir die bestuur van gedrag van leerder-leerder in Namibiese sekondêre skole in die streek Hardap van Namibië. Die grootste deel van die bestaande kennis oor die verskynsel van leerderdissipline is deur hierdie studie bevestig. Die ondersoek het die bevindings verder ontleed, aangebied en bespreek in die lig van die oorsig van literatuur en teorieë en modelle wat die studie gelei het. Die resultate van hierdie ondersoek het aan die lig gebring dat die probleem van die Namibiese onderwysstelsel vererger word deur 'n gebrek aan leerderdissipline onder leerders en onderwysers.

Tydens hierdie ondersoek is aan die lig gebring dat die dissipline onder sekondêre skoolleerders in die Auob-kring in die Hardap-streek in Namibië wydverspreid is. Dit is ook aan die lig gebring dat deelnemende onderwysers hul bes probeer om leerderdissipline te handhaaf deur ander opvoedkundige belanghebbendes te betrek. Die gevolgtrekkings stem ooreen met die belangrikste resultate van die semi-struktuur individuele onderhoude, sowel as dié uit die kwalitatiewe ope vraelys wat gemaak is met betrekking tot elk van die ses ondersoeksvrae, verskillende aanbevelings gerig aan die Ministerie van Onderwys, Kuns en Kultuur., sekondêre

skole, onderwysers, ouers en leerders, wat noodsaaklike bestanddele is vir verdere ondersoek en studiebeperkings, word duidelik uiteengesit.. Daar is gevind dat skoolreëls sowel as die klaskamerreëls 'n riglyn is vir beide onderwysers en leerders wanneer die leerdergedrag in skole gehandhaaf word. meerderheid skole het 'n stelsel van aflewering ingestel waar leerders verskillende punte kry vir verskillende misdrywe wat hulle begaan, soos as hulle laat kom vir die skool, sonder 'n doktersertifikaat skool toe kom, as hulle die klasse ontwig of doelloos in die skool rondloop. spanwerk onder onderwysers ontbreek regtig as dit kom by die bestuur van leerdergedrag in skole. dat leerders wat nie gedissiplineerd is nie, kanse waag in skole omdat hulle weet dat al sou hulle hulself gedra, niks met hulle sal gebeur nie. die bestuur van leerderdissipline by sommige skole het 'n baie moeilike taak geword omdat die meeste van die leerders lastig is. leerders bring hul omstandighede tuis na skole wat baie probleme by skole veroorsaak deur mekaar en selfs onderwysers te beledig en te bestry. sommige leerders gedra hulself verkeerd in skole as gevolg van die invloed wat hulle van hul maats kry, en gevolglik vind sommige leerders hulself besig om iets te doen wat daar nie van hulle verwag is om te doen nie. sommige onderwysers is die skuld vir sommige dissiplinêre probleme van sommige leerders wat ondervind word in die Hardap-hoërskole in Namibië. Die uitkomst is ook aan die lig gebring dat baie onderwysers gefrustreerd is weens die werkklas en ander sosiale probleme, omdat hulle uiteindelik hul frustrasies op hul leerders loslaat. Weereens dui die resultate daarop dat sommige onderwysers hulself toespits op drank- en dwelmmisbruik, hulle dronk skool toe kom en hul leerders misbruik gebruik. 'n gebrek aan ouerbetrokkenheid is 'n uitdaging wat onderwysers ondervind om leerderdissipline in skole te handhaaf. swak gedissiplineerde leerders is 'n bedreiging vir die vrede en veiligheid van die leerinstellings. drank- en dwelmmisbruik is 'n uitdaging wat veral in die Hardap-hoërskole, veral in die Auob-kring, oorheersend is. Die resultate van hierdie ondersoek het aan die lig gebring dat die uitdaging waarvoor onderwysers in skole te staan kom, is dat leerders alkohol en dwelmmiddels misbruik en dagga op die skoolterrein rook nadat hulle so arrogant geword het dat hulle gewelddadig geraak het. Die studie beveel aan dat minstens twee keer per jaar werkswinkels of indiensopleidings oor die bestuur van leerdergedrag deur die Ministerie van Onderwys, Kuns en Kultuur aangebied word. Onderwysers moet leerders betrek by die opstel van 'n stel skoolreëls.

SLEUTELTERME:

Fisieke straf, sekondêre skole, leerderdisipline, bestuur, Hardap-streek, uitdagings, regeringsbeleide, strategieë, ondersoek, ervarings van onderwysers, teoretiese raamwerke, kwalitatiewe navorsing

ACRONYMS AND ABBREVIATIONS

BED	Bachelor of Education
BETD	Basic education teachers diploma
CEDU	UNISA Ethics Committee
HED	Higher Education Diploma
HOD	Head of department
KZN	KwaZulu-Natal
LPTC	Lower primary teacher certificate
LRC	Learners representative council
MED	Master's in Education
OVC	Others vulnerable children
PGDE	Post graduate diploma in education
PS	Permanent secretary
RSA	Republic of South Africa
UNICEF	United Nations Children's Fund
UNISA	University of South Africa

Terminology

- 1. Teacher/teacher/instructor/tutor:** The current Namibian terminology refers to teacher. These terms were used interchangeably throughout this research to mean one thing.
- 2. Researcher/researcher:** These two terms were used throughout this research to mean one thing.
- 3. Learner/learner:** The current Namibian terminology refers to a learner. These terms were interchangeably used throughout this study to mean one thing.
- 4. Research/study/inquiry/investigation:** The current Namibian terminology refers to one thing. Hence I decided to use them interchangeably throughout this study to mean/refer to one thing.
- 5. Corporal punishment/physical punishment/physical castigation:** The current Namibian terminology refers to one thing. These terms were interchangeably used throughout this study to mean one thing.

TABLE OF CONTENTS

DECLARATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT	vi
OPSOMMING	viii
ACRONYMS AND ABBREVIATIONS	xi
LIST OF FIGURES	xviii
LIST OF TABLES.....	xix
 CHAPTER 1 INTRODUCTION TO THE STUDY.....	 1
1.1 INTRODUCTION	1
1.2 ORIENTATION OF THE RESEARCH	2
1.3 MOTIVATION FOR THE RESEARCH	3
1.4 RESEARCH PROBLEM	4
1.4.1 Research Questions.....	5
1.5 STUDY AIM AND OBJECTIVES	6
1.6 PRELIMINARY LITERATURE REVIEW	6
1.7 THEORETICAL FRAMEWORKS.....	7
1.8. METHODOLOGY AND DESIGN	8
1.8.1 Research Paradigm	8
1.8.2 Research Approach	9
1.8.3 Research Design.....	9
1.8.4 Selection of Research Participants and Sites	11
1.8.5 Methods for Data Generation	13
1.8.6 Analysis of data.....	14
1.9 CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY	15
1.10 ETHICAL ISSUES	15
1.11 DELIMITATIONS AND LIMITATIONS.....	16
1.11.1 Limitations.....	16
1.11.2 Delimitations	16
1.12 CONTRIBUTION OF THE STUDY	16
1.13 KEY CONCEPTS CLARIFICATION.....	17
1.13.1 Management	17
1.13.2 Learner Indiscipline	18
1.13.3 Secondary Schools	18
1.13.4 Physical Punishment.....	19
1.14 DIVISION OF CHAPTERS.....	19
1.15 SUMMARY OF THE CHAPTER	20
 CHAPTER 2 REVIEW OF RELATED LITERATURE ON LEARNER DISCIPLINE IN SCHOOLS	 21
2.1 INTRODUCTION	21

2.2 HISTORICAL BACKGROUND OF DISCIPLINE IN SCHOOLS	22
2.2.1 850-146 B.C The period of Ancient Greece.....	23
2.3 WHAT IS DISCIPLINE?	26
2.4 THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE	26
2.5 TYPES OF DISCIPLINE IN THE CLASSROOM	27
2.5.1 Preventative Discipline	27
2.5.2 Supportive Discipline.....	27
2.5.3 Corrective Discipline	28
2.6 PURPOSE OF AUTHORITY IN SCHOOLS.....	29
2.7 AIMS OF DISCIPLINE IN SCHOOLS	29
2.8 MAINTAINING LEARNER BEHAVIOUR IN NAMIBIAN SCHOOLS.....	30
2.9 SUBSTITUTES FOR PHYSICAL PUNISHMENT	31
2.9.1 The Types of Punishment	32
2.9.2 Guidelines for proper use of Punishment	34
2.9.3 The Legal View of Disciplining Learners in a School Situation.....	35
2.10 ELEMENTS OF PUNISHMENT	37
2.11 THE JUSTIFICATION FOR PUNISHMENT	39
2.11.1 Retribution.....	40
2.11.2 Deterrence and Prevention	40
2.11.3 Reform	42
2.11.4 Learning from Consequences of Actions	42
2.11.5 The doctrine of natural punishment	43
2.12 EFFECTS OF PHYSICAL PUNISHMENT	43
2.13 The function, duties, rights and responsibility of teachers when maintaining learner behaviour in Schools.	45
2.13.1 The Function of Teachers when Managing Discipline in Schools	45
2.13.2 The Duties of the Teachers when Maintaining Learner Behaviour in Schools ...	46
2.13.3 Teachers' Rights and Responsibilities when Managing Learner Behaviour in Schools.....	47
2.14 THE TEACHERS' EXPERIENCES IN MANAGING LEARNERS' BEHAVIOUR IN SCHOOLS.....	48
2.15 CONTRIBUTING FACTORS TO LEARNER DISCIPLINE PROBLEMS IN SECONDARY SCHOOLS	50
2.15.1 Family Factors.....	51
2.15.2 Socioeconomic and Political Factors	52
2.15.3 The Relevance of the Curriculum	53
2.15.4 The Influence of Friends.....	53
2.15.5 The Influence of Gender and Race.....	54
2.15.6 The Influence of Media.....	54
2.15.7 The School Environment	55
2.16 CHALLENGES TEACHERS FACE WHEN MAINTAINING LEARNER BEHAVIOUR IN SCHOOLS	55
2.17 THE GOVERNMENT POLICY ON LEARNER DISCIPLINE IN SCHOOLS.....	56
2.18 THE STRATEGIES TO BE EMPLOYED BY TEACHERS TO MITIGATE LEARNERS' BEHAVIOUR IN SCHOOLS	58
2.18.1 Teachers must provide Proper Instructive Support to Learners	58

2.18.2 Teachers should involve Learners in drafting School Rules	58
2.18.3 Teachers should employ a Democratic Leadership Style	59
2.18.4 Teachers should inculcate Moral Values that develop Learners' Character	59
2.18.5 Teachers should involve Parents in School Activities	60
2.18.6 Teachers' must act as Good Role Models	60
2.18.7 Teachers should create a Favourable Teaching and Learning Environment	61
2.19 SOME GENERAL PRINCIPLES AND METHODS FOR HELPING LEARNERS BECOME DISCIPLINED.....	64
2.20 THE IMPORTANCE OF EFFECTIVE CLASSROOM MANAGEMENT IN SCHOOLS	67
2.21 CHAPTER SUMMARY	68

CHAPTER 3 THEORETICAL FRAMEWORKS ON TEACHERS' EXPERIENCES IN MANAGING LEARNER DISCIPLINE IN SCHOOLS

3.1 INTRODUCTION	69
3.2 THE DEFINITION OF A THEORY	70
3.3 THE PURPOSE OF THEORY	71
3.4 FUNCTIONS OF THEORIES IN EDUCATIONAL MANAGEMENT	71
3.5 MAJOR CHARACTERISTICS OF THEORIES OF EDUCATION MANAGEMENT	72
3.6 THE THEORY ELEMENTS	73
3.7 WHAT CONSTITUTES A GOOD AND USEFUL THEORY?	75
3.8 NATURE OF THEORETICAL FRAMEWORKS	76
3.8.1 Defining Theoretical Framework.....	76
3.8.2 The Usefulness of Theoretical Framework	77
3.8.3 Theoretical Viewpoints on Learner Discipline	78
3.8.4 The Application of Theoretical Frameworks in Qualitative Research	78
3.8.5 Literature as Indirect Means for Theory or Theoretical Frameworks	80
3.9 THEORIES AND MODELS OF DISCIPLINE MANAGEMENT	80
3.9.1 Cognitivism	81
3.9.2 Behaviourist Theories	98
3.10 CHAPTER SUMMARY	120

CHAPTER 4 METHODOLOGY AND DESIGN

4.1 INTRODUCTION	122
4.2 RESEARCH PARADIGM.....	122
4.3 RESEARCH METHOD	123
4.4 RESEARCH DESIGN	124
4.5 THE PURPOSE OF QUALITATIVE research	125
4.6 THE CHARACTERISTICS OF QUALITATIVE RESEARCH APPROACH.....	125
4.6.1 Interpretive Qualitative Research	126
4.6.2 Natural Settings	126
4.6.3 Qualitative Research is Holistic	127
4.6.4 Qualitative Research is Descriptive	127
4.6.5 Analysing Qualitative Data Inductively.....	128
4.6.6 Samples used are Smaller	129

4.6.7 Qualitative Research uses Data from Multiple Sources	130
4.6.8 Qualitative Researcher as Primary Instrument	131
4.6.9 The Concern of Qualitative Research is the Processes rather than the Outcomes or Products	132
4.6.10 Qualitative Research is concerned with the Meaning and Understanding.....	132
4.6.11 Qualitative Research usually involves Field Work	133
4.6.12 Qualitative Research Approaches are Humanistic.....	133
4.7 SELECTION OF RESEARCH PARTICIPANTS AND SITES	134
4.7.1 Research sites	134
4.7.2 Sampling	134
4.7.3 Method used for sampling	135
4.7.4 Size of the Sample	136
4.7.5 How Participants were Selected.....	137
4.7.5 Criteria used for Sampling.....	138
4.8 METHODS FOR DATA GENERATION	138
4.8.1 Open-Ended Qualitative Questionnaire	138
4.8.2 Interviews.....	139
4.9 TRIANGULATION, CRYSTALLISATION AND STRUCTURAL COHERENCE	140
4.10 THE PROCEDURE FOLLOWED DURING THE INVESTIGATION.....	141
4.10.1 Procedure followed during the Interviews	141
4.10.2 The Procedure followed in using the Open-Ended Qualitative Questionnaire..	143
4.11 ANALYSIS OF DATA.....	145
4.11.1 Textual Analysis	145
4.11.2 Steps in Analysing Qualitative Data.....	147
4.12 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY	153
4.12.1 Credibility	154
4.12.2 Transferability	155
4.12.3 Dependability	157
4.12.4 Conformability	158
4.12.5 Strategies for trustworthiness assurance.....	159
4.13 ETHICAL CONSIDERATIONS	160
4.13.1 Authorisation to Conduct the Research	160
4.13.2 Informed Consent.....	161
4.13.3 Confidentiality and Anonymity	161
4.13.4 Dissemination of the Research Findings	162
4.13.5 Voluntary Participation	162
4.13.6 Deception.....	162
4.13.7 Violation of Privacy.....	162
4.13.8 The Researcher's Actions and Competence	163
4.14 CROSS-CHECKING OF LITERATURE	164
4.15 CHAPTER SUMMARY	164
CHAPTER 5 ANALYSIS OF RESULTS	166
5.1 INTRODUCTION	166
5.2 THE AUOB CIRCUIT IN THE HARDAP REGION OF NAMIBIA	166
5.3 PARTICIPANT TEACHERS' CHARACTERISTICS	167

5.3.1 Characteristics of Participants – Semi-Structured Individual Interviews	167
5.3.3 Characteristics of Participants – Qualitative Open-Ended Questionnaire	169
5.4 THE KEY THEMES FROM THE INTERVIEWS	171
5.4.1 Question 1.....	171
5.4.2 Question 2.....	175
5.4.3 Question 3.....	180
5.4.4 Question 4.....	187
5.4.5 Question 5.....	193
5.4.6 Question 6.....	198
5.5 THE KEY THEMES FROM THE QUESTIONNAIRE	205
5.5.1 Question 1.....	205
5.5.2 Question 2.....	211
5.5.3 Question 3.....	215
5.5.4 Question 4.....	221
5.5.5 Question 5.....	228
5.5.6 Question 6.....	234
5.6 SYNTHESIS OF THE RESULTS	240
5.6.1 Extent to which Teachers Manage Learner Discipline	240
5.6.2 The Experiences of Teachers in Managing Learner Discipline	240
5.6.3 Causes contributing to Learner Discipline	240
5.6.4 Challenges Teachers face in Managing Learner Discipline	241
5.6.5 Experience of Government Policies in Managing Learner Discipline	241
5.6.6 Strategies Teachers Develop and Adopt in Managing Learner Discipline	241
5.7 CHAPTER SUMMARY	241
CHAPTER 6 STUDY SUMMARY, RECOMMENDATIONS AND STUDY LIMITATIONS .	243
6.1 INTRODUCTION	243
6.2 SUMMARY OF THE CHAPTERS	243
6.2.1 Chapter 1	243
6.2.2 Chapter 2	244
6.2.3 Chapter 3	244
6.2.4 Chapter 4	245
6.2.5 Chapter 5	245
6.3 LIMITATIONS OF THE STUDY	246
6.4 CONCLUSIONS	247
6.4.1 Management of Discipline	248
6.4.2 Government Policies	249
6.4.3 Stakeholders	251
6.4.4 Factors Affecting Behaviour	252
6.4.5 Nature of Poor Behaviour	254
6.4.5.1 Attitudes to education	254
6.4.6 Strategies.....	258
6.5 RECOMMENDATIONS	262
6.6 RECOMMENDATIONS FOR FURTHER RESEARCH.....	265

REFERENCES	266
APPENDICES.....	288
APPENDIX A: PROOF OF REGISTRATION MR. A. K MAKENDANO	288
APPENDIX B: ETHICAL CLEARANCE CERTIFICATE FROM THE UNIVERSITY OF SOUTH AFRICA (UNISA).....	289
APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SIX SECONDARY SCHOOLS IN THE HARDAP REGION	292
APPENDIX D: APPROVAL LETTER FROM THE DIRECTOR OF EDUCATION- HARDAP REGION	295
APPENDIX E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL	296
APPENDIX F: INVITATION TO PARTICIPATE IN AN INTERVIEW	298
APPENDIX G: INFORMED CONSENT LETTER	300
APPENDIX H: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS	306
APPENDIX I: EXAMPLE OF AN INTERVIEW TRANSCRIPT	307
APPENDIX J: LETTER REQUESTING PARTICIPANTS TO ANSWER A QUESTIONNAIRE.....	312
APPENDIX K: OPEN-ENDED QUALITATIVE QUESTIONNAIRE	315

LIST OF FIGURES

Figure 1.1: The Hardap region of Namibia	10
Figure 1.2: Delimitation to the field of study	16
Figure 2.1: Types of discipline.....	27
Figure 2.3: Four objectives of punishment	28
Figure 2.2: Types of punishment.....	32
Figure 2.4 Elements of punishment.....	37
Figure 2.5: Reasons for punishment	40
Figure 2.6: Effects of physical punishment.....	44
Figure 2.7: Contributing factors to learner discipline	51
Figure 2.8: Creating a favourable teaching and learning environment	61
Figure 2.9: General principles and methods for helping learners become disciplined	64
Figure 2.10: Principles of punishment	66
Figure 3.1: Functions of theories in educational management.....	71
Figure 3.2: Three major characteristics of theories of education management	72
Figure 3.3: The elements of theory.....	74
Figure 3.4: Maslow's theory	74
Figure 3.6: Dreikurs' four types of goals that motivate learners' misbehaviour	87
Figure 3.7: The three stages of Marshall's theory	95
Figure 3.8: Components of observational learning.....	101
Figure 3.9: Self-efficacy expectations sources	106
.....	117
Figure 3.10: Three dimensions of a classroom discipline plan	117
Figure 4.1: Purpose of qualitative research.....	125
Figure 4.2: Characteristics of qualitative research approach.....	126
Figure 4.3: Steps in data analysis	147

LIST OF TABLES

Table 3.1: Marshall's hierarchy of social development	92
Table 3.2: Charts for rules and consequences	112
Table 4.1: Criteria for evaluating the quality of qualitative study and their strategies.	153
Table 5.1: Characteristics of participants of School A	167
Table 5.2: Characteristics of participants of School B	167
Table 5.3: Characteristics of participants at School C	168
Table 5.4: Characteristics of School D participants	169
Table 5.5: Characteristics of School E participants	169
Table 5.6: Characteristics of School F participants	170
Table 6.1: Key themes from interviews and questionnaires	247

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

Managing discipline in most developing countries where corporal punishment has been abolished in schools in line with the human rights agendas has led to teachers struggling to implement alternative peaceful discipline measures. Namibia Inclusive Education has proven to be a very bad experience for most secondary schoolteachers. Therefore, many schools in Namibia experience a high failure rate that could be attributed to ineffective management and leadership styles (University of Namibia [UNAM], 2017). The problem of lack of learner discipline in Namibian schools was also confirmed by Namibia's former president His Excellency Dr Hifikepunye Pohamba who saw it as a major problem experienced in all Namibian schools, the Hardap Region in particular (Smith & Amushigamo, 2016). In support of the President's point of view, Mushaandja (2016) is of the opinion that many parents, teachers and school principals in Namibia are complaining of a high rate of learner's indiscipline in schools, and some are calling for the immediate reinstatement of caning of misbehaving learners. They feel that their hands are tied, and some have given up hope. For any school and classroom to be effective, proper discipline management needs to be maintained (Nene, 2013). Discipline in the school/classroom is a requirement if any meaningful teaching and learning is to take place (Makendano, 2016).

Semali and Vumilia (2016) maintain that the growing incidences of defiant attitudes of learners is creating a problem for many stakeholders in education and concerted efforts are therefore required from all concerned stakeholders so that this challenge can be properly overcome. Smith (2017) highlights that the difficulties of the Namibian education system are compounded by a lack of discipline amongst both learners and teachers. Semba (2017) contends that the poor leadership style of some principals, poor parental involvement and indiscipline of learners are draining the finances of the education department in the Hardap Region. In this regard, many incidences of lack of discipline among some school learners are being reported daily in different media (Nene, 2013; Thompson, 2018). The rise in fatalities due to violence among school learners in Namibia is another factor that contributes to poor

academic results of learners. In this regard, it is clear that learners' academic performance will only flourish in schools where good learner behaviour exists. Both teachers and learners would feel secure if the discipline of the school were up to standard (Shaikhmag & Assan, 2014). As suggested by Shaikhmag, Assan and Loate (2015), learners' misconduct in Scandinavia and other western countries has escalated since the introduction of the UN human rights agenda, and this trend is also evident in Namibia. This is the reason for the present study.

1.2 ORIENTATION OF THE RESEARCH

Before Namibia's independence in 1990, teachers in Namibia used the cane randomly and at will as the method to discipline learners in schools, and discipline was taken as synonymously with punishment (Nene, 2013). This was practised in both lower and high schools. The use of the cane or corporal punishment was the only basis for maintaining discipline for learners who misbehaved. In support of this observation, Mushaandja (2016) stated that the use of the cane was regarded as the correct means to foster learner behaviour, respect, honesty and order on the learners, especially if justly and correctly used. Nevertheless, the state of affairs changed after Namibia's independence in 1990, where in the system of education changed and caning as a means of punishment was prohibited (Crocker & Pete, 2015). In this regard, from independence to date, the Ministry of Education, Arts and Culture have introduced many different policies.

These policies were intended to be used as guidelines to assist schoolteachers and principals in properly maintaining discipline in schools without using corporal punishment. In all these policies, there are no clear guidelines on how these poor Namibian teachers and principals can use these alternatives to corporal punishment, yet they are highly expected to make use of some alternatives which are not even outlined in these policy documents (Amutenya, 2016). Thus, creates a very hard situation for these teachers and headmasters to properly maintain the level of discipline in their schools. Research indicates that just after corporal punishment was outlawed, the escalation of disciplinary problems such as the use of bad language, use of drugs and alcohol, physical fights resulting in serious to fatal injuries, use of knives and pangas on both learners and teachers within the school surroundings were experienced by teachers and principals in many Namibian schools (Antonio, 2017;

Mushaandja, 2016; Smith & Amushigamo, 2016). In support of the above, Cloete (2017) reported that a parcel of cannabis, two bales of drugs and six knives were among the items police confiscated from learners at J.A. Nel Secondary School at Keetmanshoop, //Kharas Region of Namibia.

It is reported that learners base their arguments on such acts as part of their rights which are believed to be misunderstood by many of them, hence their misbehaviour which is causing a severe headache to school authorities (Amutenya, 2016). This is so because, at present, learner misbehaviour has made teaching and learning in the Hardap's secondary schools almost impossible. In support of the above, Van Wyk and Pelser (2018) indicate that teaching and learning can effectively take place only in a well-disciplined environment. Therefore, successful instructions and learning are only possible if teachers and school principals have proper guidelines in place and have knowledge on how to control learners in their schools/classrooms. There is no evidence that the ministerial policy documents mentioned above have been practically applied in the Namibian education system.

Indeed, what is evident is that, since Namibia's independence in 1990, incidents of learner indiscipline in secondary schools in Namibia have accelerated according to reports from various educational regions (Mushaandja, 2016). It has become clear that there is therefore a need to determine the factors contributing to all these misbehaviours, so as to provide solutions to teachers and other stakeholders to enable proper management of schools and to improve our educational standards and that of our society.

1.3 MOTIVATION FOR THE RESEARCH

As a teacher, the researcher has taught for eight years in different circuits and schools in Namibia. During this period, he has encountered many difficulties in managing learner discipline at both lower and higher schools. The researcher has witnessed many the teacherng learners being threatened and beaten by older learners. At some schools where the researcher was teaching, some learners were seen fighting and assaulting teachers, constant violating school rules, bringing knives and pangas to schools, abusing substances, drinking beer, smoking cocaine and marijuana, sexually harassing female teachers, coming late to school, disrespecting teachers and violating school dress codes. During the researcher's

official duties as a teacher as well as researcher, he realised that learners' misbehaviour in schools is not a problem that is only experienced in developing countries, Namibia inclusive, but also affects developed countries like the USA, UK, France and Australia to mention but a few. In Namibia, for example, news media constantly report incidents of teachers being killed by their learners in class or a learner being killed by another learner at school. The researcher has experienced that the problem of lack of management skills among teachers and principals is one of the contributing factors to learner misconduct (Makendano, 2016). The researcher has also experienced that no proper training regarding learner discipline management is given to student-teachers during their teachers' training courses at any institution of higher learning in Namibia. The researcher has also experienced that, due to poor policy guidelines, lack of proper workshops among teachers and insufficient in-service training courses, teachers and principals are managing their schools and classroom based on their own experience. Mushaandja (2016) states that even though the use of cane is prohibited and outlawed in Namibia, some schoolteachers continue to use it. It is disappointing today to see learner physically fighting with their teachers. This is so, because they know that nothing will be done to them (Koki, 2015). It is also argued that secondary school learners are being influenced by advocates of their so-called human rights for political reasons (Charles, 2017). Namibian teachers cannot enforce proper control if they lack knowledge, proper guidelines and skills in learner discipline management.

The reason for this inquiry is, therefore, to explore how teachers and principals manage learner discipline, the factors contributing to learner indiscipline, challenges faced by teachers in managing learner discipline, the Namibian government policy when managing learner discipline and strategies to be developed and adopted by the teachers in managing learner behaviour in Namibian secondary schools, particularly in the Hardap Region.

1.4 RESEARCH PROBLEM

In Namibia, almost all the secondary schools face learner disciplinary problems which have been of great concern to stakeholders. Shaikhmag and Assan (2014: 437) stated that "In Namibia, the signing into law of the Namibian constitution (1990) and the Namibian Schools Act (Act 16, of 2001) has created a breakdown on how

teachers can manage disciplinary problems in their schools”. Learners’ indiscipline has been a problem which has affected most schools in Namibia for the last three decades, but no proper solution has been found so far. Teachers are not permitted to use cane as a means of discipline on a learner as it was outlawed or prohibited in 1990 and anyone/body that uses it is guilty of an offence. Mushaandja (2016) reported that the high number of disciplinary problems occurring in schools poses a great challenge to school management in Namibia. Therefore, it is difficult for teachers and principals to maintain proper discipline. There are no proper discipline policy guidelines to effectively guide them (Legal Assistance Centre, 2015). Given the lack of a discipline policy, many parents, politicians and teachers in Namibian schools have requested the government or the line ministry to change the policy on discipline and to implement strict or strong measures to mitigate disciplinary problems in secondary schools in Namibia (Cawood, 2007).

Amutenya (2016) affirmed that poor discipline has led to poor academic performance in most Namibian secondary schools. Therefore, managing learner discipline in schools depends on the teachers’ experiences and the systems present in the schools.

1.4.1 Research Questions

1.4.1.1 Main question

Given the problems discussed above, the major critical problem to be explored in this study is stated as follows: To what extent are teachers able to manage learner behaviour in high schools in the Hardap Region, Namibia?

1.4.1.2 Sub-questions

- How do teachers in secondary schools of the Hardap Region manage learner discipline?
- Which factors contribute to disciplinary problems in secondary school learners?
- What challenges do teachers face in maintaining learner behaviour in these secondary schools?
- How does the government policy help in managing learner behaviour in Namibian secondary schools?

- Which strategies do teachers employ to overcome the challenges they face in managing discipline in secondary schools?

1.5 STUDY AIM AND OBJECTIVES

The aims and objectives the study are as follows:

The aim of the study is to explore how teachers experience and manage learner behaviour in high schools in the Hardap Region of Namibia.

For the aim to be appropriately achieved, the inquiry objectives are:

- To explore the extent to which teachers are able to manage learner behaviour in secondary schools.
- To determine the teachers' experiences regarding learner behaviour management in secondary schools in the Hardap Region.
- To identify the factors that contributes to learner disciplinary problems in high schools.
- To establish the challenges teachers face when maintaining learner discipline in secondary schools.
- To examine the government policy of managing learner behaviour in Namibian schools.
- To determine strategies schoolteachers develop and adopt to overcome challenges they face in maintaining learner behaviour in schools.

Having provided the statement of the problem, it is now important to give a brief literature review.

1.6 PRELIMINARY LITERATURE REVIEW

The way of contributing to the knowledge construction process is achieved by reviewing literature of thee topic under investigation (Creswell, 2014). In reviewing literature, the study addressed the following topics: (i) historical background of discipline; characteristics of discipline; types of discipline; discipline forms; functions of discipline; purpose of discipline; the difference between discipline and punishment; and the cornerstone of discipline; and (ii) how discipline is managed in Namibian schools/ classrooms; disciplinary measures used in Namibian schools; teachers' perceptions of learners' discipline in secondary schools; the challenges

faced by teachers in maintaining discipline in schools; types of disciplinary problems of learners in secondary schools; factors contributing to learner disciplinary problems in Namibian schools; duties and rights of different stakeholders; government policy on learners' discipline in schools; how discipline affects learners' academic performance and the effects of learner misbehaviour in schools.

In this study, different sources of information and literature that are relevant to the topic were reviewed. This included books, journals, articles, thesis, study guides, dissertations, case law, media articles, education policy documents, essays and electronic media (internet). Reviewing literature enables the researcher to situate his findings in extant literature and determine the exact nature of his study contribution (Merriam & Tisdell, 2016). A review of literature will highlight how the current inquiry will advance, refine or revise what is already known.

Therefore, a literature review serves many purposes: previous study results on similar problems to the current one studied are shared with the readers; it fills a knowledge gap in previous studies (Marshall & Rossman, 2016); it offers a structure for establishing the significance of the research; it serves as a benchmark comparing the outcomes with other conclusions; and it helps to define the research problem. It is revealed by White (2015) that a review of literature adds to, refines and broadens the reasoning and inquiry on a certain topic. In this study, different literature was analysed to determine the challenges faced by teachers and to investigate strategies for managing learners' behavioural problems in Namibian schools. According to Cranston and Merriam (2015), one of the broad functions of a literature review is that it shows the knowledge the researcher has of other inquiries as well as the academic traditions that underpin the investigation, and that the researcher has found a gap in the knowledge in prior inquiries and if indeed the intended inquiry will fill the gap or satisfy the required need. Leedy and Ormrod (2015) affirm this by urging researchers to use many kinds of literature in qualitative inquiry. The use of literature on theories and the topic being investigated and the use of knowledge and data from current literature is context-bound.

1.7 THEORETICAL FRAMEWORKS

In this study, the theoretical frameworks that informed this study are: Albert Bandura's social learning theory (1989); Marvin Marshall's theory (2004); (Discipline

without stress); Curwin and Meddler's theory (1988) (Discipline with Dignity); Dreikurs' Social Discipline Model (1968); Canter's Assertive Theory (1992) and Glasser William's (1998) choice theory. Thus, during the investigation, six theories were used (Anfara & Mertz, 2015). Combining more than one theory in a study is generally known as theoretical triangulation. Triangulating theories enhances the comprehension level of the researcher on the topic being studied. The essence of using these six theories is to complement each other and to view learner discipline in a holistic way. Therefore, no inquiry can succeed without the foundation of theory to answer the research questions (Ngulube, Mathipa & Gumbo, 2015). These theories are critically discussed in more detail in Chapter 3.

1.8. METHODOLOGY AND DESIGN

1.8.1 Research Paradigm

The first thing a researcher must outline is the paradigm that underpins the study (Patton, 2015). This study employs an interpretive paradigm. This paradigm has important benefits where various worldviews are represented (Denzin & Lincoln, 2015). The qualitative inquiry tries to understand the world in which people live; thus, it requires an interpretive approach. Therefore, a paradigm seems to be the most important starting point of theory and inquiry (Neuman, 2016). This interpretive paradigm was used to guide the researcher to explore in-depth the daily teaching of participants in a natural setting, which gave the researcher a thick and deeper comprehension of the reality of teachers. Historically, the interpretive paradigm, as stated by Oosthuizen (2014), originates in hermeneutics which involves hypothesising and the practice of interpretation. It developed from philosophical assumptions about the interpretation of texts. As posited by Maree (2015), interpretative paradigms allow the researcher to properly interpret the thoughts of participants. Oosthuizen (2014) contends that the reality studied in this way includes individuals' subjective feelings of the surrounding place in which they live and therefore, the researcher typically embraces a subjective epistemological stance towards the participants in the research. Working within the interpretive paradigm provided the researcher with an opportunity to find out how learner discipline is managed in secondary schools.

This also develops mutual trust between teachers of the selected secondary schools and the researcher. Mutual trust leads participants to speak freely and share their experiences, perceptions and challenges they face in maintaining learners' behaviour in their secondary schools. In the interpretive paradigm, as reported by Mouton (2015), the researcher watches things, explains and see the place in which they occur in their natural form with the intention of understanding the social world. To correctly understand the subjective meaning of human action, the researcher may involve himself in the life world of others.

1.8.2 Research Approach

The inquiry uses the qualitative research approach which is associated with the interpretive paradigm to examine the thickness, truth and complexity of the phenomenon of learner discipline in which the major source of meaning is content (McMillan & Schumacher, 2015). As explained by Antonio (2017), the qualitative approach is seen as an effective way of understanding the problem, the process of the perspectives as well as the world's views of the persons involved. The method matches the intention of the inquiry, as it is to explore what takes place in the actual world and to investigate the richness, depth and complexity of the learner discipline management within the school and classroom premises. This qualitative research approach offers opportunity to the researcher to carry out the investigation which is descriptive and explanatory to look for detailed comprehension of the people investigated. This qualitative method allowed schoolteachers to present their views, perceptions and challenges they experience in managing learner discipline in their respective schools. By adopting a qualitative approach, the researcher attempts to understand the subjective truth through the understanding of the person who is inside, vis-à-vis the perspectives of the person who is outside, that is most used in the quantitative approach.

1.8.3 Research Design

To understand how participants manage learner discipline, the researcher used case study research. This design enabled the researcher to carry out a deep inquiry into the problem of learner discipline (Merriam & Tisdell, 2016). To have an intensive understanding of various behaviour displayed by learners and management approaches used by participants, multiple case studies were used by the researcher

to illustrate how teachers perceived, experienced and managed learner discipline within their schools.

The case study included six secondary schools in the Hardap Region of Namibia, (Figure 1.1) which is located approximately 262 km south of the capital city, Windhoek. Data were gathered from 24 participants using interviews as well as an open-ended qualitative questionnaire. The use of a case study permits the researcher to gain proper understanding of the perceptions and experiences of participants. This is a relatively simple way of collecting data in a limited period of time to investigate person's behaviour in a naturalistic setting (Patton, 2015). As affirmed by Maree (2018), the unit of analysis and the inquiry methods are explained by means of the case study.

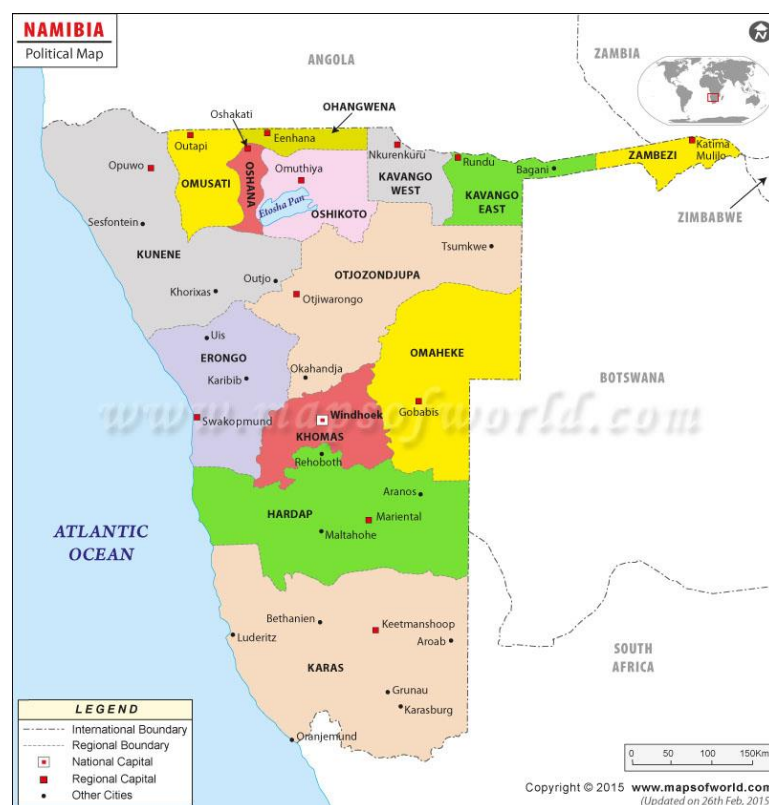


Figure 1.1: The Hardap region of Namibia

Source: Maps of the World (2015)

Through the interpretive paradigm, a qualitative case study allows for a deeper comprehension of how participants relate to and interact with one another in a specific situation and how participants generate the meaning of a phenomenon being studied. This method is used in narrowing down of the wider fields of enquiry to a

single, manageable topic. The view is supported by McMillan and Schumacher (2015) who describe the case study as a logical and in-depth inquiry of a certain instance in its setting in order to generate knowledge. The researcher thus used the case study design since it enabled him to have a deeper comprehension of how schoolteachers perceive, experience and manage learner disciplinary issues. The research design enabled the researcher to better understand the problem in the targeted secondary schools.

1.8.4 Selection of Research Participants and Sites

Participants are referred to as the sample which is defined as a subset of the population (Merriam, 2016). Since this inquiry was primarily qualitative (Belle, 2016), qualitative sampling was used. This is described as a way of choosing a few individuals to take part as participants in the investigation. In qualitative research, sampling, as suggested by Oppong (2013), may mean that only a subset of participants from the population is selected to participate in the investigation. It is argued by Van As (2016) that in the process of choosing participants of the inquiry, the major consideration is therefore the rationale for doing so. Therefore, participants in any research, as suggested by Flick (2016), are people who are involved in a particular situation and could be expected to share their views and experiences on the phenomenon. Kapueja (2014) suggests that it is not practically possible for a person to investigate the whole population.

In this study, all participants to be included in the sample were purposively sampled. Purposive sampling was the method which was employed to answer the research questions of the inquiry. Purposive sampling is described by Maree (2015) to be the sort of non-probability sampling in which the participants to be chosen by the researcher is based on the researchers' judgement criteria. The researcher uses purposive sampling to choose sites where teachers may give better information as well as those who successes or fail in managing learner behaviour in their selected sites. As supported by Creswell (2014), purposive selection is used in a qualitative study; in this study, participants and schools were purposively chosen according to specific criteria to provide a comprehension understanding of the research problem. Van As (2016) states that in order to shed optimal light on the issue being investigated, participants need to be carefully chosen. As stated by Patton (2015),

purposive sampling has elements of theoretical sampling, in that both look towards the selection of people that meet certain criteria. In this inquiry, the sample group was chosen on the basis of the positions they occupied and schools (sites) which were based on the Auob Circuit of the Hardap Region, which was the focus area for the research. Due to the vast area of the Hardap, the short time available for the research and a lack of finances, the researcher selected a sample to represent the whole population.

The inquiry was conducted in the Hardap Region controlled by the Hardap Regional Council. The Hardap Region has 18 secondary schools with a population of 6 493 learners, 18 principals, and 318 eighteen teachers. The Region is divided into three education circuits. This study is confined to the Auob circuit where six secondary schools were randomly selected from the list of schools supplied to the researcher by the Hardap Regional Council, Directorate of Education, Culture and Arts. Then, four participants from each of the six secondary schools were selected to give a total of 24 participants (Maree, 2018) based on their age, gender, teaching experience and professional teaching qualifications. The selection process is supported by Belle (2016) and Davies and Hughes (2014) which calls for the researcher using purposive sampling to select people and sites based on their criteria and presumed to be representative of the population. The participants were chosen because they were information-rich and knowledgeable about learner discipline issues in their schools. In support of the views above, Pillay (2014) affirms that it is essential to handpick information-rich cases so that one can learn a great deal about issues of central importance to the criteria of the research; thus, the term purposive sampling.

In this study, the qualitative research sought to understand how participants managed learner discipline and more specifically, what perceptions, what challenges, what causes, what government policies and what strategies they employed when maintaining learner behaviour in their schools. All chosen teachers were qualified to teach at secondary level, and they had a deep understanding of the phenomenon under study. All these teachers were involved in managing learner discipline in their schools on a daily basis (Leedy & Ormrod, 2015; Maree, 2015).

1.8.5 Methods for Data Generation

In this inquiry, the researcher used the following instruments to gather the information: an open-ended qualitative questionnaire was used with 12 participants from three secondary schools located in the remote areas of Hardap, and interviews were done with 12 participants from three secondary schools in Auob Circuit in the Hardap Region.

1.7.5.1 Open-ended qualitative questionnaire

In this study, an open-ended qualitative questionnaire was used to gather information from 12 teachers at three secondary schools located in the remote areas of the Auob Circuit in the Hardap Region. An open-ended qualitative questionnaire is defined by Maree (2015) as a questionnaire which elicits information appropriate for qualitative analysis. As indicated by Creswell (2014), such questionnaires are used to support what has been discovered in literature and find out what the participants think. In this study, a qualitative open-ended questionnaire was developed with the intention of finding out the perceptions, experiences and the comprehension of teachers of the phenomenon of learner discipline. In this study, the researcher personally hand-delivered the questionnaire (Appendix K) to the 12 participants for completion in the presence of the researcher, so that when they experienced challenges in answering question, the researcher could clarify the issue immediately. The completion process took 45 minutes. After completion, the researcher gathered the completed questionnaires for analysis.

1.7.5.2 Interview

In addition to the questionnaire, interviews were used by the researcher to gather data from 12 participants, described Brundrett and Rhodes (2014) as a technique used to conduct research in education management and leadership and to give the researcher a deeper understanding of the topic under study. The interview is a discussion where the researcher obtains certain information from the participants according to a series of pre-prepared questions (McMillan & Schumacher, 2015). Creswell and Plano Clark (2016) are of the view that an interview is one of the main information-gathering techniques used in a qualitative inquiry that provides an in-depth understanding of the perceptions of participants and when gathering data on

the reality of a situation. Likewise, Antonio (2017) and Belle (2016) state that an interview is an interactive dialogue between the interviewer and the interviewee, the purpose of which is to obtain useful and reliable information, data, facts and ideas from participants about their experience of a phenomenon.

Qualitative interviews as described by Marshall and Rossman (2016) are a way of making meaning in which two or more person discuss a topic of mutual interest. Therefore, the researcher who conducts a qualitative inquiry is encouraged to use interviews as suggested by Harding (2015) as their first information-gathering technique. This gives the researcher a chance to ask questions to probe for better understanding of the reasoning and thinking of the participants and this will facilitate the greater comprehension of the problem being investigated. During this study, the key purpose of employing interviews was to gain meaningful information from the participant teachers in relation to their understanding on how they manage learner behaviour in their respective schools in the Hardap Region. This affirms the views that qualitative interviews are done with the aim of seeing the problem investigated through the eyes of the participants. The use of this method allowed the researcher to obtain relevant information that was impossible to elicit using only the questionnaire.

When gathering data, the unstructured, semi-structured and structured interviews are three kinds of interviews which qualitative researchers may use. In this inquiry, semi-structured interviews were used as recommended by Belle (2016), as they allow a flexible approach where the researcher may change the order of questions, leave out some questions or alter the question words. This may be determined by the actual situation that takes place in the interview room whereby the researcher is guided by the interview schedule (Appendix D) (Kombo & Tromp, 2013) but does not need to stick rigidly to it, as questions might lead to further probing of an idea.

1.8.6 Analysis of data

Analysis of data is a continuous process that takes place during all stages of a qualitative inquiry (White, 2015). In this study, analysis of data was done during data gathering. Data were analysed by reading through interview transcripts and answers to the questionnaire and classifying and organising the information into categories and themes. The information was perused many times to have a broader

understanding as to what the data meant as a whole. To analyse data, textual analysis was used as a technique. In analysing the interview transcripts and answers to the questionnaires, the researcher coded and classified the data into themes and sub-themes, such as teachers' perceptions/experiences in managing learners' discipline in schools, challenges experienced by teachers when maintaining learner behaviour, causes contributing to learner disciplinary problems and solutions to be employed by teachers in managing learner behaviour in schools. This section is discussed further in Chapter 5.

In analysing the data, the researcher used symbols to identify the participants and schools. This was done to ensure anonymity.

1.9 CREDIBILITY AND TRUSTWORTHINESS OF THE STUDY

The researcher also evaluated the trustworthiness and the credibility of the data. Based on their credibility, the data were evaluated, summarised and integrated by the researcher (Maree, 2015). In any inquiry, trustworthiness is always taken into consideration (Creswell, 2014). In this study, four criteria, namely, dependability, credibility, transferability and conformability as recommended by Merriam and Tisdell (2016), Maree (2015) and McMillan and Schumacher (2015), were used to ensure trustworthiness. Trustworthiness is discussed in detail in Chapter 4.

1.10 ETHICAL ISSUES

In this study, the following ethical issues were considered: permission for research, informed consent, anonymity and confidentiality, dissemination of the research findings, voluntary participation, deception of subjects and or of participants, violation of privacy and the competence of the researcher (Antonio, 2017; Mouton, 2016). These important aspects of research are discussed in more detail in Chapter 4.

An ethical clearance certificate from Unisa (Appendix B) and the approved letter from the Hardap Education Director (Appendix G) for the study to be carried out were first sought before the process of data gathering commenced (Yin, 2014). These aspects are detailed in Chapter 4.

1.11 DELIMITATIONS AND LIMITATIONS

1.11.1 Limitations

Any study is faced with conditions that are beyond the control of the researcher. These are called limitations. These limitations may place restrictions on the conducting the study and its application to other situations. These can be defined as the facet of the research that the researcher knows may adversely influence the findings or generalisation of the outcomes of the study, but over which the researcher may lack direct control (Wanja, 2014). This inquiry was faced with several limitations. These are discussed in Chapter 6.

1.11.2 Delimitations

Wanja (2014) defines delimitations of the study as the boundaries set by the researcher on the study. In this study, the researcher chose only Hardap Region of Namibia as the field of study. The Hardap Region consists of three education circuits, namely; Auob, Naukluft, and Oanab. These are depicted in Figure 1.2.

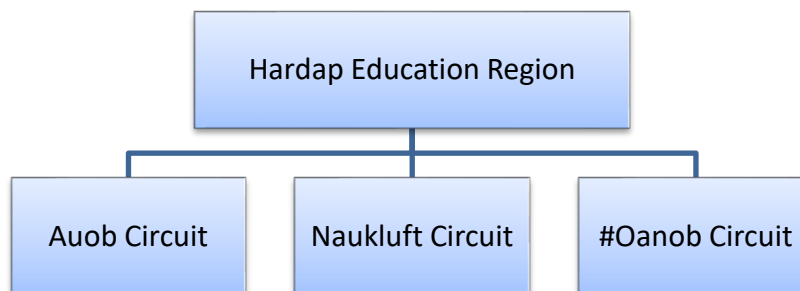


Figure 1.2: Delimitation to the field of study

This inquiry was carried out in six selected high schools in the education circuit of Auob of the Hardap Region, Namibia. Some of these schools are located in rural areas approximately 100–125 km from the nearest major town. The study was also focused the perceptions, experiences, causes, challenges faced and strategies to be developed and adopted by teachers and school principals in managing learners' disciplinary problems.

1.12 CONTRIBUTION OF THE STUDY

This inquiry may positively contribute to the national as well as international discussions in providing better knowledge and understanding as to how

schoolteachers should manage learner disciplinary problems in secondary schools. The inquiry may add value to theory and practice of education management and leadership in schools. The study may provide a basis for a framework for school administrators on how to maintain discipline in their schools taking into account the needs of both teachers and learners and may inform secondary schoolteachers and principals of possible causes of and solutions to learners' disciplinary problems in general.

1.13 KEY CONCEPTS CLARIFICATION

1.13.1 Management

The word management is synonymously taken as the term manages which means to be in charge and lead (Hausiku, 2015). In management, there are two forms of educational management identified by Charles (2014): classroom management and school management. Management may require knowledge about individual learners in the classroom. Broadly speaking, the term means the process of getting things accomplished through and with other persons to achieve goals and objectives effectively and efficiently (Koki, 2015; Monare, 2013). Yusuph (2017) states that any kind of work in education where someone is in charge of a certain area and which permits any active learning to happen is referred to as management. Managing, as alluded to by Mushaandja (2016), include planning, leading, controlling, motivating and directing programmes, procedures and methods. In this regard, it is affirmed by Amutenya (2016) that the teacher is the manager in their classroom, while the headmaster is the manager of the school. Implementation and reinforcement of classroom management skills, developed of partnership with teachers, establishing learner responsibility and using a systematic approach to discipline are recommended by Memela (2013) as strategies to be employed by both teachers and school principals in increasing their involvement in classroom management as well as fulfilling their roles as instructional leaders. The researcher thus undertook an exploration of the perceptions, causes, challenges and strategies schoolteachers use to handle learner disciplinary problems that negatively affect the instructional process.

1.13.2 Learner Indiscipline

Learner indiscipline means bad behaviour in the school or classroom. The word indiscipline is taken among three Latin concepts 'disco' which means – learn: 'discipline' denotes learning while 'disciple' means learner or learner. The word discipline has two forms; as a verb and as a noun. Discipline as a noun means having developed self-control and the ability to cooperate with others (Mushaandja, 2016). According to the concept of discipline, a child must be brought to self-discipline, which further means that they must be made to accept responsibility for themselves and their deeds. Learner behaviour is regarded as one of the major aspects of schooling which has attracted the attention of many scholars worldwide (Yusuph, 2017). Smith and Amushigamo (2016) indicate that teachers may view learner discipline as what teachers and school principals do to assist learners to behave in an acceptable manner in the school. Discipline may also be referred to as a structure of rules made to bring order in a school. Memela (2013) agrees with Mushaandja (2016) that describing learner behaviour as the procedure of running a well-prepared and effective classroom in which individual learners are provided with the opportunity to develop and in which teachers may accomplish their duties as facilitators of learning. Learner behaviour is referred to as a prerequisite if only proper learning has to occur. Discipline is a constructive, educative and corrective approach whereby order is restored in the classroom (Monare, 2013). Furthermore, it is a process by which teachers' foster work in learners in an effort to support them to become responsible for their own actions. Rule and John (2013) explain that the concept 'to disciple' means to assist learners by developing self-control, motivating, leading and assisting learners in developing proper behaviour (Magwa & Ngara, 2014). Discipline is defined as what teachers engage in as a task to motivate learners while managing the learning environment when various approaches and motivation have not been successful (Hausiku, 2015).

1.13.3 Secondary Schools

A school is a very important agent or instrument through which society educates the teacherth. The Namibian Education Act (16 of 2001) defines a school as an establishment or a place in or at which basic education is provided. In this regard, a school exists whenever teachers and learners come together with the purpose of

teaching and learning (Koki, 2015). A school is defined as a government or a private school that enrolls learners from Grade 1 to Grade 12 (Mushaandja 2016) and excludes institutions of higher learning. In the same vein, Amutenya (2016) describes a secondary school as one that renders instruction to learners who have completed their primary schooling. Belle (2016) refers to a secondary school as a school offering basic learning to learners from Grade 8 to Grade 12. In this study, a secondary school is defined as a government or private school, mandated to provide secondary education to learners.

1.13.4 Physical Punishment

Any punishment whereby a person in authority beats or hits a learner with something with the sole purpose of inflicting pain or resulting in a learner feeling discomfort is corporal punishment (Ntuli & Machaisa, 2014). Therefore, corporal punishment is referred as the physical punishment of people especially by beating them (Oxford Advanced Learner's Dictionary of Current English, 2014). The same sentiment is echoed by Lilemba (2015) who defines physical punishment as the punishing of learners as heating. Smith and Amushigamo (2016) agree with the Legal Assistance Centre (2017) which describes physical punishment as the intentional use of physical force by a person in authority as a method to alter the behaviour of the offender. In this study, corporal punishment is regarded as the method teachers use to restore discipline by caning learners with the purpose of inflicting pain to deter them or others from committing particular offences by using an instrument/object.

1.14 DIVISION OF CHAPTERS

This enquiry contains six chapters.

Within Chapter 1, the introduction of the study, study orientation, motivation for the inquiry, the research problem and research purpose are detailed. A brief review of literature and theoretical frameworks is given. Methodology and design are briefly explained. Limitations and delimitations and study contributions are described. In this chapter, the most important key concepts are defined and clarified for the reader.

Chapter 2 presents a discussion of literature with information relevant to the topic is extensively presented in this chapter.

In Chapter 3, theoretical frameworks that inform the study such as Albert Bandura's social learning theory (1989), Marvin Marshall's theory (2004), discipline without stress, Mendler's and Curwin's theory (1988), discipline with dignity, Glasser's choice theory (1998), Dreikur's social discipline model (1968), and Canter's assertive theory (1992) are extensively discussed.

In Chapter 4, the research design and methodology used are explained. The design, inquiry approach and paradigm are discussed. The use of open-ended qualitative questionnaire and semi-structured interviews as data-gathering instruments are explained in detail. The selection of research participants and sites, analysis of data, credibility and trustworthiness of the study are discussed. Ethical issues are extensively addressed. Finally, literature control is briefly explained.

In Chapter 5, the main research findings are extensively analysed and interpreted to answer the research questions.

In Chapter 6, a summary, limitations, conclusions and recommendations are provided.

1.15 SUMMARY OF THE CHAPTER

This chapter introduces the study, providing an orientation to the study, motivation for the inquiry, the research problem of and purpose of inquiry. A brief review of literature and theoretical frameworks is given. The methodology and design are briefly explained. Limitations, delimitations and study contributions are set out. In this chapter the most important key concepts are defined and clarified for the reader. In the next chapter, an extensive review of relevant literature is presented.

CHAPTER 2

REVIEW OF RELATED LITERATURE ON LEARNER DISCIPLINE IN SCHOOLS

2.1 INTRODUCTION

Chapter 1 presented the overview of study. In this chapter, the re-evaluation of literature that provides a background for and supports the study is reconsidered extensively. To provide readers with a better understanding, a broad historical background of school discipline is presented. In this chapter, reference is made to the past since learner discipline management in schools is intimately connected with the past and many disciplinary problems are studied in its manifestation through the ages. Many educationists, according to Naicker (2014), emphasised the indispensability of studying the past to reveal the origin of disciplinary problems in schools. Kapueja (2014) states that only through the historical background can important structures of the truth become visible. Mushaandja (2016) remarks that history allows a free view of the entire richness of the truth of education, and states that the history of learners' disciplinary issues enables us to increase our understanding of the current situation.

The chapter also provides a glimpse of the distinction between discipline and punishment and further explains the importance of discipline in a learner's life. The chapter outlines the powerful characteristics of discipline and further explores how discipline is managed in Namibian schools, by focusing on alternatives to physical punishment, types of punishment and legal view of disciplining learners in a school situation. Teachers as frontrunners in maintaining discipline in schools, their roles, duties, rights and responsibilities are briefly described. In this chapter, different literature sources are analysed to inform the experiences, contributing factors, challenges, government policy and the strategies to be developed and adopted by teachers in managing learner behaviour in Namibian high schools.

Therefore, some general principles and methods for helping learners to become disciplined and the importance of actual classroom management are presented. The main aim of the review of literature is to sharpen the researcher's knowledge, to develop an understanding of what has been claimed in previous research, and to

deduce meaning from it in such a way that the value of the researcher's personal input is increased (Leedy & Ormrod, 2015).

2.2 HISTORICAL BACKGROUND OF DISCIPLINE IN SCHOOLS

A few examples are used by the researcher in this section to indicate the extent to which educative discipline has been used as a means of realising specific educative objectives as well as how this has given rise to certain problems. As maintained by Rossouw (2016), according to Biblical accounts, man fell into sin and this clarified the occurrence of misbehaving, unexpected performance and corrective effort in the lives of human beings today. In this regard, the earliest documented examples of discipline in an educative and teaching context may be found in a Sumerian script dating from approximately 2000 years before Christ (Kapueja, 2015). A variety of offences were punished; for example, lack of punctuality, slovenliness, poor handwriting, as well as talking in the classroom and doing anything without being permitted (Busienei, 2018). People adhered to the maxim 'spare the rod and destroy the child' during the Sumerian period.

This conviction, according to Lilemba (2015), corresponded with the ancient Jewish views contained in the Bible in which children were seen as irresponsible, rebellious and self-willed. Koki (2015), in support the above statement, affirmed that the established system of obedience was directed at the central idea that the child was born sinful. In this view, if adults controlled them properly, every child was inclined not to do evil. This view gave rise to excessively strict discipline (including corporal punishment) yet the Jewish writings also contain indications that admonition, rather than corporal punishment, should sometimes be used as a corrective measure (Lilemba, 2015). The necessity for children to fear their teachers or parents by maintaining strict discipline and administering corporal punishment to ensure absolute obedience to the authority and the laws of God was constantly emphasised. It is affirmed by Shaikh, Assan and Loate (2015) that, although the exercise of physical castigation moulded children's behaviour, it has been criticised by children themselves, education psychologists and the advocates of human rights in recent decades.

2.2.1 850-146 B.C The period of Ancient Greece

During the Ancient Greece period, even though life of the city-state greatly differed, the aim of the tutoring in the Greek-city states was to train the child for mature deeds as a good and well-disciplined citizen, this depended on the education they considered appropriate.

2.2.1.1 The views of Sparta on discipline

The Spartan state was a dictatorial martial city-state. The aim of their tutoring was to create a warrior-nation. At the age of seven (7), it was compulsory for Spartan boys to leave home and to conform to a strictly efficient regime under the command of a bureaucrat and they were subjected to very harsh control and severe physical castigation. In this process, forceful control was consequently required to inspire them to learning. All children, both boys and girls, were very harshly treated (Lambert, 2018). The Spartan view on discipline was completely different from the Athenian view, which put more emphasis on individual freedom.

2.2.1.2 The views of Athens on discipline

Athens was a democratic city-state and, until about 390BC, permanent schools were not built and there were no formal courses for higher education. As time went on, a group of scholars started attaching themselves to single tutor and schools, external to the home were established and recognised. Such philosophers as Plato, Socrates and Aristotle became teachers in those schools. In the history of the world, Athens became the first state to place a high priority on the individual freedom of its citizens (Kapueja, 2014). In this regard, the objective of the Athenian education was to form a harmonious, balanced, virtuous citizen with strong and healthy beautiful bodies who, through their moral, physical and intellectual excellence could serve their city-state in times of both peace and war. Both at home and school, educative discipline was directed at absolute obedience to authority. Gutuza and Mapolisa (2015) explained that, although corporal punishment was a common phenomenon, its aim was different from that of Sparta in the sense that it was not used to toughen the body but rather to pursue what was good and to reject what was bad and dishonourable. To produce good citizens and well-disciplined person, Greeks took education to an advanced level.

2.2.1.3 Educative discipline as pronounced by the ancient Greek philosophers

The Greeks, like many nations of the world, were aware of changes in the seasons, from hot to cold, from light to dark and issues of life and death which led them to seek an explanation, through the power of the human mind. It was wonderment and curiosity about natural phenomena which led Greek philosophers in their quest for understanding and explanation of certain occurrences. The ancient Greek philosophers were the likes of Socrates, Plato and Aristotle, and they first introduced the notion of educative discipline.

- Socrates (BCE 470- 399)

Socrates spent much of his time in the streets of Athens in quest for the truth; HE believed that the wrongful characteristics and customs of people were caused by an inferior education. He further believed that the only way that the people could be motivated to accepting self-discipline and voluntarily meet their responsibilities as citizens was through education (Kraut, 2017; Morrison, 2011a).

- Plato (428-348 BCE)

Plato was the most important Socratic disciple and is regarded as one of the most powerful thinkers in history. He viewed education as the means of discipline. He was also the founder of the first university, the Academy, where learners read the Socratic dialogues, which he wrote by hand. Plato also developed the classic formulation of idealist philosophical principles which emphasised that in terms of metaphysics, only the mental or the spiritual is real, while in terms of epistemology (the study of knowledge), knowing something was the organisation of latent ideas in the human mind, and in axiological terms, values were absolute and eternal. He assumed that education would cause children to be well-organised and interested in the merits of righteousness, willpower, bravery and excellent judgement simply because these merits are important for any person to turn into an excellent citizen (Kraut, 2017; Plato, 2017). In this regard, a disciplined disposition and self-disciplined conduct on the part of individuals would cause them to subordinate their own interests to the communal welfare of the state which was assumed to be produced through education (Scott, 2015).

- Aristotle (385-322 BCE)

Aristotle studied at the Academy of Plato in Athens where he was sent at the age of 17. Aristotle became Plato's best learner and believes in the tenets of teleological metaphysics which state that every act is performed for some purpose which is defined by the good of that act. He was also a proponent of realism, which stresses objective knowledge and values. Virtue was regarded by Aristotle as the most indispensable prerequisite of happiness, wellbeing and prosperity of both individual and the state (Kenny & Amadio, 2018). In this regard, the cause of this state of happiness, according to Aristotle, is found in discipline and formation of habit. He believed that children should be disciplined to accept power because someone who voluntarily acknowledges power is able to make the right moral decision and this makes him/her an obedient citizen, competent to act as a ruler. Aristotle further believed that disciplinary problems could be corrected with the use of proper punitive measures (including corporal punishment) and that the just and fair punishment should be applied (Lilemba, 2015).

2.2.1.4 Physical punishment and educative discipline between the Middle Ages and the 20th century

For thousands of years from the Middle Ages until the late 20th century discipline was relentless and mercilessly applied by teachers on school learners (Lambert, 2018). In this vein, with the rise of Christianity and under the influence of the Roman Catholic Church, the education system became strongly religious (Lilemba, 2015). As the leading authority, the Roman Catholic Church had no problem with corporal punishment. The church argued that using the rod is the best means of purifying a child's body and soul (Lambert, 2019; Holy Bible, 2016). In this regard, caning boys and girls became popular in the 19th century. During the 20th century the cane, ruler and stepper were regularly used in both lower and high schools. From the Middle Ages until the 20th century teachers used steel with twigs attached to it on learners' bare buttocks and indeed this was a harsh punishment, but whipping was a common punishment for minor offences in the Middle Ages.

It is reported that there were signs of an underlying renewed in the debate about the important nature of educative obedience and the administration of physical castigation in the Middle Ages (Kapueja, 2014). On the other hand, towards the end

of 20th century and the beginning of the 21st century, the opinion of the people turned against the use of physical punishment and this led to its abolishment in many countries. For example, parents in New Jersey were banned from beating children this year, 2019 (Lambert, 2019).

2.3 WHAT IS DISCIPLINE?

Different literatures such as Antonio (2017), Makendano (2016) and Brunette (2017) have given various views with regard to what discipline is all about. This implies that different people have different understanding of discipline. To some, a certain standard of behaviour anticipated of teachers and learners is described as discipline. To some, a degree of submission to laws imposed by authority may mean discipline. To others, lack of movement and noise will mean discipline. But, to many, a combination of some or all these things above will mean discipline (Rosen, 2016).

The ethics that learners must survive via inside the school, family, the neighbour, the village and on the school units up to national and the entire world, community is also referred to as discipline (Koki, 2015). In this regard, Charles (2017) saw respect as an inhibition forced on learners by elders to whom they must submit until emancipated. At classroom level, Cotton (2016) defined discipline at the same time where simple classroom rules are enforced to facilitate learning and minimise destruction. A combination of rules, punishment and a behavioural approach agreed to by the learners and the upholding of order in school is, in fact, school discipline (Shundu & Omulondo, 2015).

2.4 THE DIFFERENCE BETWEEN PUNISHMENT AND DISCIPLINE

Punishment is always confused with discipline. These are two different terms which means quite different things. Maphosa (2016) observes that discipline differ from punishment as they impact learners in distinct ways. The rules may be rules with regard to the method of learning, moral rules or rules related to silence. Such rules maybe imposed by someone in authority or the learner him/herself. The comparison between punishment and discipline shows various positive effects of discipline compared to the many negative effects associated with punishment. The necessity to do away with punitive measures in the management of discipline must be earnestly considered by teachers in schools. In this regard, learners must realise that

they are accountable for suitable behaviour and they must take full responsibility for the manner in which they conduct themselves (Vitto, 2017). Teachers must find a way to encourage self-discipline among learners rather than using punishment.

2.5 TYPES OF DISCIPLINE IN THE CLASSROOM

The type of discipline a teacher may decide to administer will depend on the nature of the offence (Lilemba, 2015) and lawlessness is not guaranteed by the absence of the cane. Therefore, an inconsistent teacher does not exhibit more effective classroom management strategies than the consistent teacher does. The types of discipline that can be used by teachers in schools and classroom are categorised in to three major types depicted in Figure 2.1.

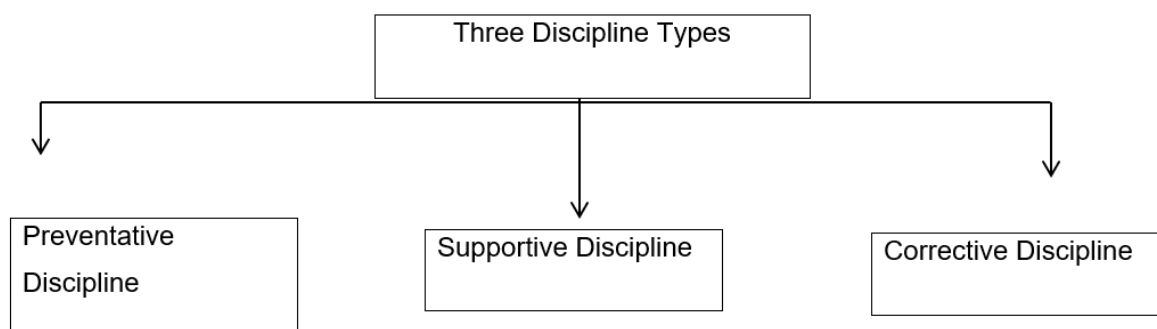


Figure 2.1: Types of discipline

2.5.1 Preventative Discipline

In the first instance, discipline is preventative. The teacher may use preventative discipline to positively lead, guide, assist and interpret what is good and right to the learner. Brunette (2017) supports the view and explains preventative discipline as the administrative action that the teacher may take to encourage learners to follow the school rules. In this regard, a secure and comfortable classroom environment is needed for the learners (Morin, 2017).

2.5.2 Supportive Discipline

Secondly, there is supportive discipline. This discipline is the type of strategy that the teacher may use when preventative discipline fails (Hamm, 2003). On the other hand, Woolfolk (2018) encourages teachers to use supportive discipline when a learner disobeys an established classroom rule. This type of discipline is different

from physical castigation as it gives a learner options for improving behaviour prior to the consequences being applied (Ministry of Education, 2015).

2.5.3 Corrective Discipline

Thirdly, there is the corrective discipline. This is a type of strategy which the teacher may use as the last resort after preventative and supportive discipline have failed (Ministry of Education, 2015). This is a more negative form of discipline that includes such things as restraints, punishment and penalties. It is obvious that the positive part of discipline must receive more emphasis and corrective discipline must be applied more discreetly. Koki (2015) supports this view and suggests the implementation of a corrective disciplinary strategy adapted to the learner's age or grade level. For example, placing learners in a time-out may be effective for kindergarten, but high school learners are much less likely to benefit from such provisions. In this regard, punishment should be educationally justifiable in the sense that it contributes to the becoming of the child. The important component of the corrective discipline strategy is seen by Mushaandja (2016) as the way the teacher should apply the consequences consistently. Therefore, educationally accountable punishment encompasses four objectives which are shown in Figure: 2.3.

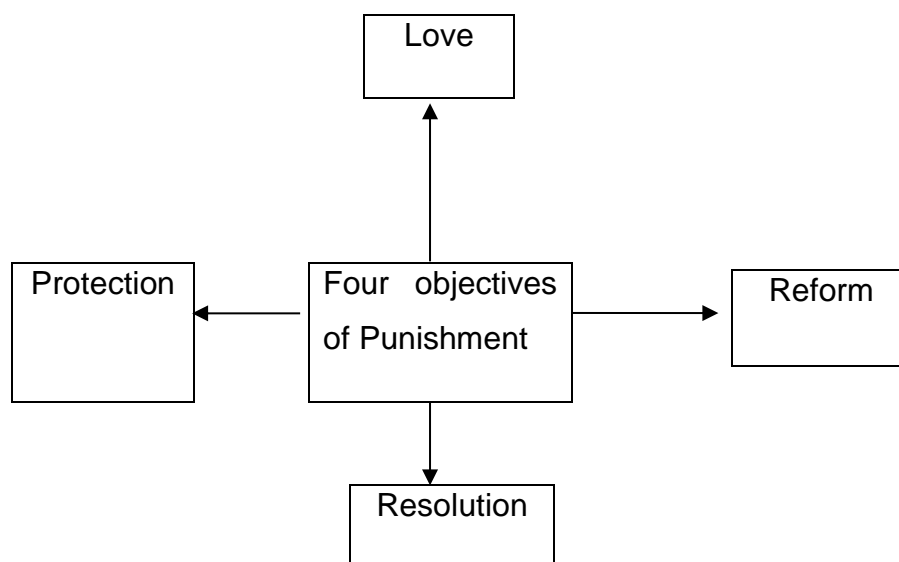


Figure 2.3: Four objectives of punishment

- Love shows concern as the adult indicates that they do not want the child to be alone without support and guidance.
- Reform: Punishment, if needed, should have reforming (rehabilitating) effects, changing behaviour for the better (Smith & Amushigamo, 2016).

- Resolution: This refers to penance, indicating the transgressor's desire to rectify what they did wrong and to offer compensation in the case of material damage.
- Protection: Judicially, this concerns the protection of society against a transgressor, but also protects a learner from unacceptable behaviour of peers, teachers and parents. Lilemba (2015) supported this view and affirms that, where punishment is necessary, the teacher should be clear on the objectives.

2.6 PURPOSE OF AUTHORITY IN SCHOOLS

Although authority remains one of the most important, time-consuming and difficult governance and management tasks in a school, it is also regarded as the key indicator of an effective school. Without good discipline there cannot be effective teaching and learning (Belle, 2016). No school or organisation can function effectively if there is no form of discipline involved; therefore, Charles (2017) encourages teachers to use constructive discipline and not destructive.

This view is supported by Ntuli and Machaisa (2014) who found that the intention of authority is mainly a professional one which is to create order. Kapueja (2014) is also of the view that the intention of authority in schools is to create order and encourage self-discipline and accountability. Correct learner behaviour promotes self-control in learners, creates safety and good security in schools, and protects learners from being exposed to harmful environment in schools.

Van As (2016) concurs and states that discipline must encourage self-discipline, create order, ensure fairness, promote self-control in learners and uphold the traditions of philosophy and scholarship. Brunette (2017) states that the education of learners can only flourish if discipline in schools and classrooms is well managed. The Education Act of 16 of 2001 mandates Namibian schools to specifically promote community building, citizenry as well as pastoral care where the teacher is required to defend the instrument of government where democratic values are practised and promoted in schools.

2.7 AIMS OF DISCIPLINE IN SCHOOLS

The aim of discipline in schools is to enable learners to distinguish between what is wrong and right and enable teachers to create an instructional environment where

learner behaviour can be properly managed and changed for the better (Gunderson, 2017).

The end of physical punishment does not mean that learners cannot be disciplined. Learners need to be guided on what is acceptable and unacceptable behaviour. The following are suggested as the goals of discipline:

- To encourage behaviour that is normally acceptable and self-discipline pertaining to values such as respect, courtesy, fairness, honesty and regard for others (Belle, 2016).
- To reduce the need for teacher interference over time, thus enhancing effective learning (Charles, 2017).
- To develop excellence of the learners and teachers in the school by establishing a constructive school atmosphere that is tidy and secure for proper instruction (Noisier, 2014).
- To help learners mature socially, emotionally and academically. Discipline is also used to instil self-discipline in them (Anayo, 2014).
- To control instruction and guide the learners in an atmosphere or the climate of the school that is conducive to effective learning and teaching (Busienei, 2018).

Moles (2015) supports these views and states that grave learner misconduct linked to violence or malicious damage to property defeats these aspirations and often makes headlines in the process. Belle (2016) cautions that actions should not be forced but carefully administered since rules provide learners with useful and helpful guidance regarding acceptable behaviour. Van As (2016) suggests that teachers involved with the daily welfare of the learners must recognise their learners' legal rights to be able to apply legal strategies, which brings about the creation of a secure educational environment for the learners.

2.8 MAINTAINING LEARNER BEHAVIOUR IN NAMIBIAN SCHOOLS

The exercise of maintaining learner behaviour in Namibian learning institutions must be understood against the background of the pre- and post-democratic period (Mushaandja, 2016). The pre-democracy era is seen by Amutenya (2016) as the period associated with the application of physical punishment as the method of maintaining learner behaviour in schools as it was prescribed in the South West

Africa¹ Government Gazette of 1973. This was practised in both primary and high schools and teachers were allowed to use the cane when maintaining discipline. However, the signing of the rules of the Namibian Constitution (1990), the United Nations Convention on the Rights of the Child to which Namibia became a signatory, the Namibian Education Act of 2001, the African Union's Children's Charter of 1990, and the 1991 Namibian Supreme Court ruling brought a change to the management of learner behaviour in Namibian schools as the use of physical punishment was outlawed. The abolishment of physical punishment as a form of maintaining learner behaviour in schools should be central to any study regarding learner behaviour. Following the eradication of physical punishment, alternatives to physical punishment were adopted.

2.9 SUBSTITUTES FOR PHYSICAL PUNISHMENT

After physical punishment was abolished in all Namibian schools through the Supreme Court ruling in 1991, the Ministry of Education published two policy documents, namely '*Discipline from Within*' and '*Discipline with Care*' which were to serve as guidelines for teachers, parents and learners on alternatives to physical punishment (Mushaandja, 2016). Discipline with care provides non-violent, assertive, non-confrontational and alternatives to be used in schools. Positive reinforcements, suspension, detention, referrals, guidance and counselling, school outreach, zero-tolerance, withholding privileges and inviting the parents of the offender to school are mentioned by Amutenya (2016) are some of the possible alternatives to be used in schools. Smith and Amushigamo (2016) state that physical penalties are not the only way to control learners but there are several of other options. Lilemba (2015) believes that alternatives to physical punishment such as prevention and intervention programmes and other effective strategies should be carried out by teachers to change learner behaviour. In this regard, substitutes for physical penalty exist that are non-violent, respectful and non-abusive approaches to discipline. The intention of these alternatives is to make sure that learners benefit by changing their behaviour. In this regard, however, the researcher is of the view that these substitutes for corporal punishment are ineffective and not working at all.

¹ Namibia was called South West Africa at that time

2.9.1 The Types of Punishment

It is not easy to come up with a single type of punishment of offences committed either at home or at school. According to Makendano (2016), it is also difficult to implement punishment that fits the crime and method. For example, what punishment would one carry out for a boy of nine years of age who has stabbed his fellow learner either accidentally or deliberately? Antonio (2017) asserts that despite such difficulties, teachers must make decisions about issues regarding the punishment of learners. The following types of punishment could serve as a guideline as depicted in Figure 2.2:

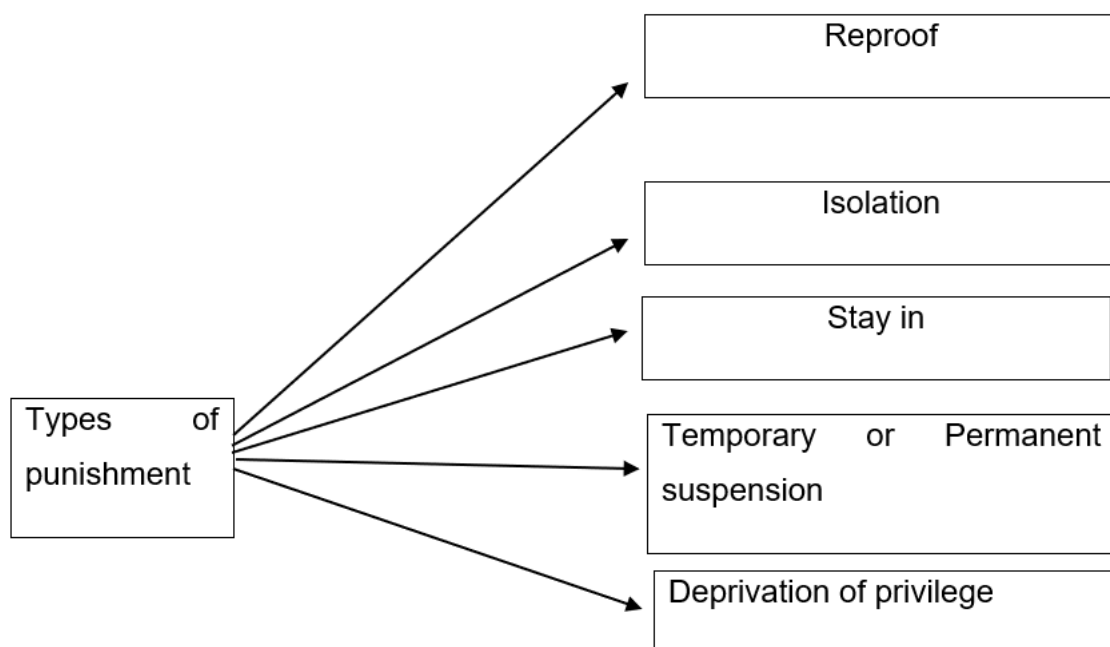


Figure 2.2: Types of punishment

- Reproof (reprimand) varies from a glance that expresses disappointment to a serious talk. A glance of reproach can be as humiliating as biting sarcasm or degrading irony. It would be a mistake to humiliate a sensitive child, while the hardened offender is unlikely to feel humiliation at all. The teachers should know his/her learners very well before they use any form of a good-natured teasing, for example. A sensitive child may be deeply hurt and may withdraw or fail to participate in the teacher's lessons. Reproof may cause estrangement instead of encouraging engagement (Lilemba, 2015).

- Isolation is sometimes necessary when a child oversteps certain limits of politeness and has a harmful influence on other learners. This method must, however, be used sparingly. There is little sense in sending the learner into isolation for minor offences since this method will not improve the learner's concentration or their will to take education seriously. In many schools, this method is common. Teachers send learners to isolation even for coming late. Sometimes, the principals of these schools are aware of this practice but do nothing to stop it (Mushaandja, 2016).
- Stay-in: staying after school is beneficial if the learner sees it as extra time for their own benefit. Those who stay after school must be supervised and kept occupied in a constructive way. The method should not be used excessively and should not deprive the learner of the relaxation that they really need. The rules and regulations must be applied and obeyed. In cases where the offender enjoys the stay-in, this method of punishment will be useless. The main purpose of punishment is to inflict pain or cause some form of unpleasantness (Legal Assistance Centre, 2017).
- Temporary or permanent suspension: In Namibia, a learner can only be temporarily or permanently excluded from school by the school authority when that particular learner has committed an offence, but this can only be done as the last option after other means have not worked. In Namibia, a learner may be temporarily excluded for minor offences such as truancy or disrespect for the school authorities while permanent exclusion is implemented for major offences such as fighting, vandalism, sexual harassment, rape and use of weapon at school. In Namibia, only the office of the education director has the power to temporarily exclude a learner from school, while only the line ministry's executive director has the power to permanently exclude a learner (Antonio, 2017).
- Deprivation of privileges is another effective deterrent that is unlikely to do much damage to the offender. It is not always easy to find a privilege to withdraw which does not have repercussions for other departments or with other members of staff. The teacher may deny a learner the privilege to play football for a stated period, only to find that their school is facing a stronger school in football and that the learner is desperately needed in the team. In this case the sports teacher will have a problem if there is no other learner who can play in his/her place (Lilemba, 2015).

Punitive principles are very important because they are guidelines which should be taken into consideration before we punish learners and when we are enacting punishment and even after the punishment has been carried out. Punishment should not be the last part in itself, but as means to reach a satisfactory conclusion, namely a behavioural change in the learner. In this regard, the relationship between the punisher and the learner is very important before the punishment, during the process of punishment and after the punishment (UNESCO, 2016).

2.9.2 Guidelines for proper use of Punishment

It is important to note that what some learners experience in our schools in terms of punishment, is equivalent to harassment, if not terrorism (Makendano, 2016). For trivial offences, learners are subjected to various forms of abuse and beating. Despite the elimination of physical castigation in our schools, it is still frequently applied in many schools. Brunette (2018) states that teachers often come up with the excuse that the educational authorities have left them with no alternative to corporal punishment, while learners are allowed to rampage on the school grounds. Teachers claim that their hands are tied regarding punishment. They should attempt to find suitable strategies of meting out punishment in schools, but not at the expense of the learners. According to Lilemba (2015), the following punitive principles (to inflict punishment) could assist teachers in meting out punishment: The teacher should be clear as to their objective of inflicting punishment. Punishment should be seen as assistance to the child, with the aim of refinement of their character and serving the interests of the learner. We should not rely too heavily on punishment, because when punishment becomes a mechanical routine, learners become indifferent to it. In other words, learners become accustomed to punishment to such an extent that punishment becomes useless and meaningless. The teachers should command respect when meting out punishment. This means that the teacher must honour punitive regulations and norms of decency.

It is important because learners are also aware that teachers violate rules when they punish them in certain ways. Tactful, calm and disciplined conduct on the part of the teacher is important when they address the offender personally. Although some teachers do not support the idea of punishing a learner in front of other learners, it may be a key in deterring the offender from committing the same offence again

(Woolfolk, 2018). The downside of this is that the offender may become a hero in the eyes of their peers. It is wiser to give a warning when a large group has committed an offence and better not to act immediately. In many schools, teachers tend to punish the whole class if not the whole school if the offender cannot be identified. Children like order and they love strict teachers. Learners cannot bear favouritism and punishment must be just. Teachers should therefore avoid empty threats.

The offences of the learners should not be made the subject of general discussions. It is a shock to a learner if information which they have entrusted to their teachers becomes a general topic. Teachers should avoid this tendency at all cost. Learners hold their teachers in confidence, and teachers should act that way. Ill-chosen punitive methods may have a bad effect on learners, but fear of possible mistakes should not keep us from intervening. Pedagogical punishment should provide an opportunity for rehabilitation. The teacher must accept and respect the learner who does not accept his/her teaching.

The teacher cannot force them by punitive measures to respect norms of decency. The best way of maintaining order and of controlling any form of transgression is to obtain the cooperation and confidence of the troublemakers. A word of appreciation at the right time does much to create a better attitude and relationship. The teacher must keep in mind that all punitive measures should aim at directing the learners towards civilised maturity, to accept and fulfil their life tasks. Punitive measures should therefore not be oppressive or obstruct the learner from attaining his/her personal freedom. Punishment should enable them to abide by the norms. Learners must have freedom but, at the same time, submit to acceptable norms. Therefore, punishment should always be viewed as self-discipline, particularly the internally induced discipline (Ministry of Education and Sports, 2015).

2.9.3 The Legal View of Disciplining Learners in a School Situation

Many teachers are ignorant about the legal rights of learners in their care (Lilemba 2015) and other teachers do not even know that learners have the right to take them to court if they feel that their rights have been infringed. Principals still expel learners at random, without considering the rights of the learner.

Despite this, there are still teachers who treat learners with disrespect and indignity. Although physical penalty has been forbidden in this country (Namibia), some teachers still apply it at random (Mushaandja, 2016). It is true that some of these teachers act out of ignorance. They take advantage of the parent's lack of knowledge. Unfortunately, most parents lack knowledge of information about the rights of their children in education. Schools withhold this vital information to avoid parental involvement in the affairs of the school (Maclean, 2016). In the same vein, learners and parents should also know that teachers, like themselves, have legal rights. They have to protect themselves from any harm caused either by the learners or their parents. Unfortunately, we still have parents who simply walk into a school, wielding an "assegai"² or "knop kerie"³, trying to clobber a teacher for an undisclosed offence, and we also have learners who carry weapons to schools and cause trouble for teachers. In some cases, learners and parents threaten teachers, thinking that teachers have no legal rights (Oosthuizen, 2016).

Although the rules of the school are like the laws of the country, the former are issued by those in authority and enforced by sanction. The main purpose of the school rules is to inculcate moral discipline in learners. In other words, school rules emphasise morality. What should be emphasised though is that school rules in fact prepare learners for the real-life situation where they will have to obey the laws of the country. In other words, school rules are a miniature legal system. The teacher acts as a judge and probation officer in one. He can administer rules impartially. In other words, teachers have more opportunities open to them than the judge. Furthermore, the teacher knows the offenders better than the judge knows them. In the case of the learner, the knowledge of right and wrong and the ability to control impulses develops slowly. This put teachers in a very awkward situation as they have to consider the individual differences of the learners they are dealing with in terms of punishment. Teachers know that learners do not consider the future or the consequences of their actions. The child may also be subjected to peer influence. In the case of an adult facing trial, this is not applicable, since the person is mature enough to understand their actions and must take responsibility for them (Van Wyk & Pelser, 2018).

² Spear

³ A stick with a rounded end used as a club

We can see clearly that the law emphasises the importance of taking the interest of children into consideration when dealing with them, either in school or at home, even when the child is facing a legal charge (Lilemba, 2015).

2.10 ELEMENTS OF PUNISHMENT

The concept of “punishment” is an over-used word, both at home and in school. Punishment can be distinct as the planned cause of hurt or ugliness by a person with power on a wrongdoer for a violation of school laws (Lilemba, 2015). From the definition of punishment, we can see that it contains five elements depicted in Figure 2.4.

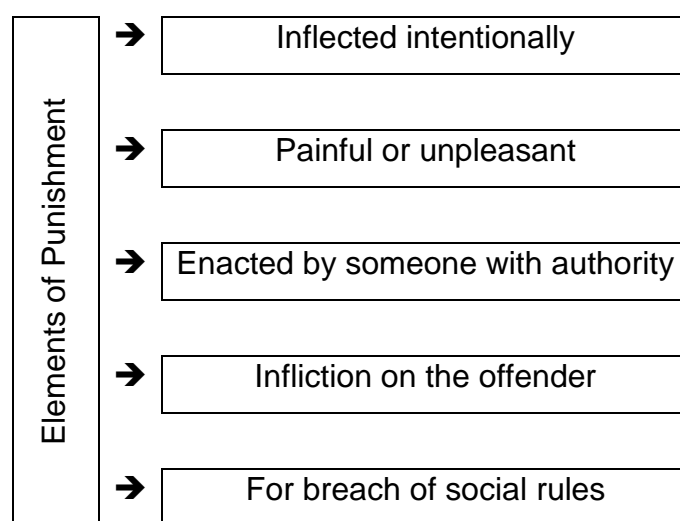


Figure 2.4 Elements of punishment

Source: Adapted from Lilemba (2015:166)

- Punishment is inflicted intentionally: The act of punishment cannot be accidental. If a learner is caught stealing his friend's lunch, is startled, falls and hurts him/her in the process, it is not punishment, even though the culprit got hurt. The injury in this case was not carried out intentionally. When meting out punishment, there must be an intention to inflict pain on the offender.
- The form of punishment must be painful and unpleasant. The purposes are to prevent a repetition of the same offence in future. In some cases, teachers mete out punishment which is not painful or unpleasant to the learner. If the learner enjoys the type of punishment they receive, it is not punishment at all. If the teacher decides to detain learners for whatever reasons and the learners end up enjoying their peers' company, the punishment has lost its effect.

- Punishment should be enacted by someone in authority. This means if two bullies engage in a fight and one hits the other in the face, it is not punishment, since it is not inflicted by a person with authority to do so.
- The pain must be inflicted on the offender: The notion here is that the innocent should not be punishment but the offenders. Naicker (2014) argues that a learner cannot be punished for another learner's offence. It must be established who committed the offence. It further means that the teacher cannot punish a learner for the mistake of their siblings or parents. Mashau, Steyn, Van De Walt and Wolhuter (2018) lament that many times, teachers bear grudges against certain learners for offences committed by their relatives. This attitude is unprofessional and does not follow the line of punishment. Certain teachers have indirectly failed learners in this regard. At times, teachers have punished either the whole school or class for someone's offence, whom they could not determine. For the sake of fairness, punishment should be enacted on the offender and no one else (Rosen, 2016).
- Pain must be inflicted for a breach of the social rules: In this element, it is important to note that one is punished for breaking a rule of behaviour. Marshall (2012) argues that it is not fair to punish a learner for failing to get an arithmetic sum right or failing a history test. A learner cannot be held accountable for failing to understand but should face the consequences for not doing his/her homework, in which case the teacher may inflict punishment because the learner failed to do as instructed. The failure of the learner to follow instructions is a breach of the social order. Unfortunately, the practice of punishing learners for failing to understand subject content is common in many schools. In support of the above, Van As (2016) states that teachers often fail to admit that the misunderstanding that arises from these interactions with learners can squarely be blamed on them.

Teachers should also understand that inflicting pain on the child is morally wrong. Oosthuizen (2018) suggests that teachers should not use punishment if they can avoid it. What should they do to restore discipline in schools and classrooms then? Of course, there are other options. The teacher can use reason, persuasion or even reward to convince the learners to uphold the rules of conduct. Although it may sound impractical, teachers should try to use punishment as the last resort. It is only after other measures have failed, that teachers should resort to the infliction of pain

on learners. Coetzee, Van Niekerk, Wydeman and Mokoena (2018) argue that, if punishment is applied carelessly and at random, the result may be disastrous for the learner. In the process, the learner may begin to loathe the teacher and even his/her schoolwork, which will ultimately ruin his/her life. In this regard, the use of punishment in the classroom is even worse. Teachers should note that they are dealing with learners who are still the teacher's, who do not understand the effect and purpose of rules and regulations. Mestry and Khumalo (2018) stress that they do not understand the reason for the rules. Teachers should consider the fact that the memories of these learners or children are short and that they cannot always master or remember the rules and regulations. Although beating or slapping learners is outlawed in this country (Namibia), there are teachers who are still applying it with abandon (Antonio, 2017). As evidence of this, Raufu (2017) reported that a school principal of a Windhoek school has been accused of inflicting corporal punishment on an entire Grade 10 class for being noisy and threatening to kill a child before he retires.

In the education process, transgressions and behavioural problems will inevitably arise (Mushaandja, 2016) and learners may experience problems at home which can affect their learning at school. The teacher should be very careful not to label the expressions which arise from enthusiasm, action, fear, lack of knowledge, the inability to judge soundly or to meet high standards and even juvenile rashness, as misdeeds or even crimes. In this regard, the so-called "transgressor" is the one who needs educational assistance most (Hamm, 2003).

2.11 THE JUSTIFICATION FOR PUNISHMENT

Many teachers over the years have advocated the use of different forms of punishment (Legal Assistance Centre 2016) and some of these forms are debatable even today. The use of a cane for examples is hotly debated in Namibia and other countries. Lilemba (2015) states that there are teachers who feel that the cane are capable of bringing back control in our learning institutions. Many teachers maintained that the abolition of physical castigation left them without any alternative to the cane. They argue that teachers have become defenceless. Whether this argument is justifiable or not, is not the case here. The question is, why do we need punishment either at school or at home? There are many reasons for using

punishment but Legal Assistance Centre (2016) proposes the following which are depicted in Figure 2.5 below.

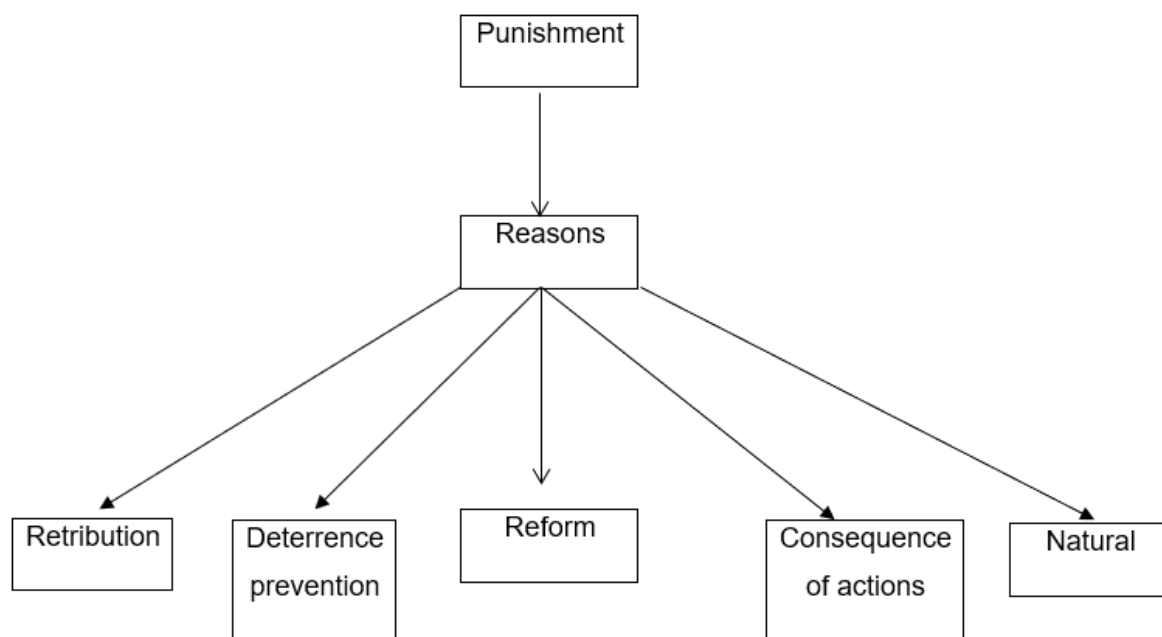


Figure 2.5: Reasons for punishment

Source: Adapted from Legal Assistance Centre (2016)

2.11.1 Retribution

According to Lilemba (2018), retribution is an old Biblical concept: ‘an eye for and eye’. It is essentially the idea of setting a score. It implies that if one commits an offence, there should be no excuse; the offender must be punished whether they did it deliberately or not. If someone breaks the law and simply goes free, it is not fair. Morally, this is wrong. There are laws which need to be respected by everybody. On the other hand, the Legal Assistance Centre (2018) states that there is no natural law that says that punishment must exist. Therefore, revenge is also not a good reason for the carrying out of physical castigation in learning institutions. Learners are the teacher and irresponsible. If they should be allowed to do whatever they want, the situation can easily become uncontrollable and cause chaos.

2.11.2 Deterrence and Prevention

In this instance, Brunette (2017) is of the view that people from broader society view the wrongdoer as needing to be penalised. Since they observe what is happening to the wrongdoer, they may be deterred from wrongdoing. In schools, for example, if a

learner has broken a social rule of behaviour, for example, stealing, and is referred to the authority later punished in front of the school, other learners may avoid stealing in future. However, there are teachers who believe that a child/learner should not be punished in front of his/her peers. But if the offender is not punished in front of his/her peers, how will other learners be deterred from doing the same thing (Brunette, 2018)? Thus, deterrence should be based on the notion of setting of example.

Prevention implies that people who have committed an offence should be punished to prevent them from repeating similar offences. Hamm (2003) states that, if a learner has stolen something and it has been proven that they did it, the best thing to do is to prevent them from stealing again is to punish them. People believe that these two methods are used to maintain control in the public because they uphold the system of the law, but other scholars believe otherwise. They believe that punishment does not carry with it the deterrent and prevention effect as assumed. In other cases, they argue that punishment may even build negativism. They feel that because it breeds negativism, it should not be used. Antonio (2017) argues that learners may become immune to punishment if it is used every day. Should this happen, punishment will have no effect at all (Coetzee, 2018). In trying to help the learners master the rules, teachers could use simple reminders instead of punishment (Lilemba, 2018).

To discourage others, penalties should be knowable, fair, enacted and made public. In other words, offenders should be told why they are being punished and what type of punishment to expect. This means punishment should not come as a surprise to the learner. This will only be possible, if learners become acquainted with the rules and regulations of the school and home. At school level, this will be possible, if learners were consulted in the process of drafting rules and regulations for the school. Teachers should explain the set of laws and regulations of the school to the learners. Above all, learners should be treated fairly when enacting punishment for similar offences. The rules should be well-known, because it will be difficult to be consistent in applying punishment if rules are vague and not clear. The punishment should fit the crime. This may be difficult to implement especially regarding the teacher/learner. If a Grade 1 learner steals another learner's textbook and deliberately throws it in the water, what punishment will fit the offence? It may be

difficult to judge but, as a professional teacher, the teacher should be able to deal with such issues (Mushaandja, 2016).

2.11.3 Reform

Punishment can be justified by trying to reform people to improve them morally (Lilemba 2018). The problem with this explanation is that there is no clear confirmation that it works. There are different opinions as to whether reform as a form of punishment is valid for school-going children. Those who advocate reform, feel that many adolescents can change their behaviour and through reform can establish more socially acceptable forms of conduct. Mashau et al. (2018) asserts that education is a form of reform which lends much justification to the concept of reform. In this regard, school should be viewed as reforming the children and punishment as part of it. On the other hand, some teachers argue that education differs from reform in that it does not convey the same suggestion. De Waal et al. (2018) postulate that education means guiding the children towards standards acceptable in their communities. A good example is whether a learner is likely to develop a love for mathematics if they are frequently punished for getting a few sums wrong. I argue that he will hate both the teacher and the subject. In a classroom situation and at school in general, it is rewards and praise which are more likely to encourage learners to improve their performance not punishment (Glasser, 2018).

2.11.4 Learning from Consequences of Actions

This is the notion of Lilemba (2015) who thought that learners must be met head-on with the ordinary or reasonable penalty of their conduct. In other words, it appears likely to obviate the exercise of castigation because the learners learn to conform to necessary rules of conduct since they know and understand the consequences. This implies that whenever learners do something wrong, they will be punished by nature. It is a fact that nature may take a long time to punish the child/ learner, during which time the learner will have committed various other offences. It is likely that other learners will do the same and commit as many offences as they please. In a school situation, it is called a *laissez-faire* form of management, which will result in chaos and disorder.

2.11.5 The doctrine of natural punishment

The doctrine of natural punishment, according to Lilemba (2015), is unacceptable since nature does not punish at all. Nature sometimes rewards the offender, follows scientific laws and not norms and has no education or refinement as its objective. In a few cases, one can say that nature punishes; for example, if a child refuses to go to school, and eventually does not get formal education. They may be punished in the long run by not getting a job which requires an educational qualification. They will be unemployed as a result. In a case like this, one may argue that nature has punished the child. According to Hamm (2003), in general, there are three distinct types of situations where the issue of punishment can be raised.

The first issue is in relation to the breaching of those conditions of order which are necessary for an educational activity to proceed. This is referred to as classroom discipline, meaning that punishment is meted out to a learner for committing an offence in the classroom. The offence may vary from neglecting one's work to perhaps stealing from a fellow learner. No matter how small the offence, the teacher in that classroom should find means and ways of preventing such an offence from repeating itself. The second is in relation to breaching of social and moral rules that are accepted by the community and the school, for example stealing, lying, injury to the person, damage to property or breaking promises. The third is in relation to the preparation of a set of laws that are important for the proper running of the learning institution. Rules like not walking on the lawn, not making a noise in the library and many others fall in this category. In the final analysis, the punishment that teachers need to consider, are deterrence, reform and consequential aspects (Lilemba, 2015).

2.12 EFFECTS OF PHYSICAL PUNISHMENT

Physical punishment in this country (Namibia) is prohibited (Lilemba 2015:180) and all over the world, debates are held to outlaw this form of defunct type of punishment. Indeed, many nations are doing away with this type of punishment. Namibian teachers, who are still using it, should know that they operate outside the law. They should therefore stop using corporal punishment. What is physical punishment? It is the method teachers use to restore discipline, by caning learners with the sole purpose of inflicting pain, to deter the same learner or others from

committing particular offences (UNICEF, 2017). The following are some of the effects of physical punishment which are depicted in Figure 2.6 below:

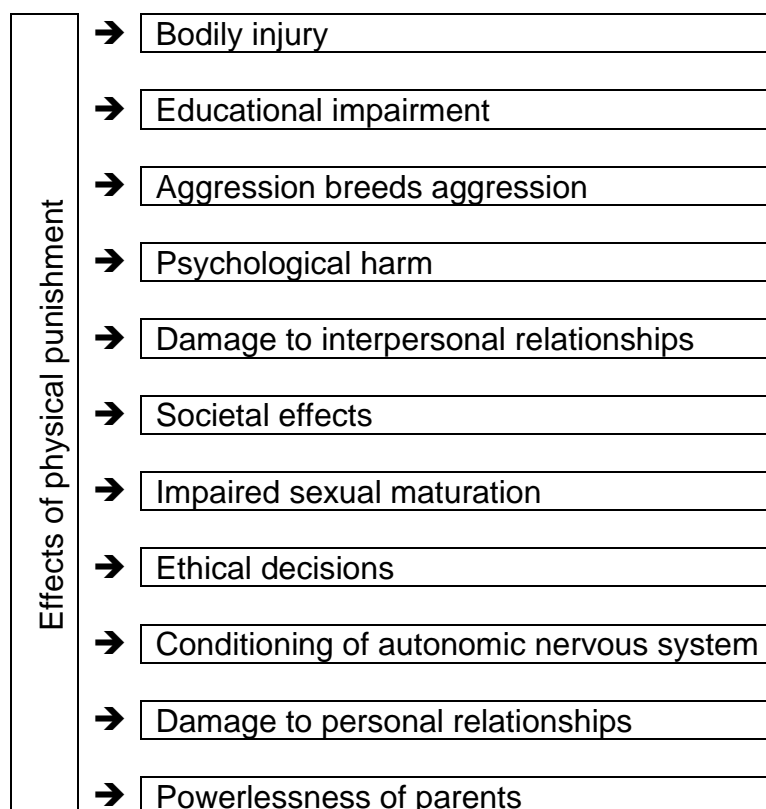


Figure 2.6: Effects of physical punishment

The following effects of physical punishment are explained as follow;

- **Bodily injury:** Learners suffer from swollen buttocks, broken jaws, broken teeth, and head injuries, to mention just a few. Such effects will not encourage learners to concentrate on their schoolwork. It is also difficult for the affected learners to love or show respect to a teacher who has inflicted such pain on them (UNICEF, 2017:1).
- **Educational Impairment:** Corporal punishment may force learners to drop out of school, creates fear among learners, inhibits the learning process, contributes to the tendency of playing truant and causes stress among learners (Lilemba, 2015:181).
- **Aggression breeds aggression:** A child/learner who is exposed to corporal punishment may use force to solve problems when they become adults (Legal Assistance Centre, 2016).

- Psychological harm: Studies have shown that learners who are exposed to corporal punishment have lower self-respect, have poor decision-making and talking skills and are subdued into submission to offensive behaviour by people in authority (Hamm, 2003).
- Societal effects: physical castigation works as a provocation to general unlawful actions (Brunette, 2017).
- Sexual maturation: dysfunctional upbringing together with physical castigation may be related to early sexual activity in the teacherng teens (Salas, Wright & Vaughan, 2016).
- Ethical decisions: During the enactment of corporal punishment, children's bodies and their privacy are invaded by adults, denying them the right to dignity. The learners are disempowered in the process, and many times become victims of sexual abuse (Woolfolk, 2015).
- Conditioning of the autonomic nervous system: During the process of inflicting pain on the learner, the autonomic nervous system, like skin resistance, gastric excretions, blood vessels dilation and hormonal secretions are thrown into turmoil, affecting the learning process of the child/learner (Maphosa, 2016).
- Damage to personal relationships: Castigation constrains love, faith and closeness from the child in their relationships with adults in the school and at home (Woolfolk, 2015).
- Powerlessness of the parents: Some parents spend sleepless nights over the physical disciplining of their children. In some cases, these parents fail to find ways to help their children. It may not be easy to simply walk into a principal's office and confront them over the caning of their children, because they lack knowledge and understanding on the set of school laws (Botha, 2016).

2.13 THE FUNCTION, DUTIES, RIGHTS AND RESPONSIBILITY OF TEACHERS WHEN MAINTAINING LEARNER BEHAVIOUR IN SCHOOLS.

2.13.1 The Function of Teachers when Managing Discipline in Schools

Teachers have various crucial functions to play in managing and maintaining order and discipline in schools. They must play the following roles (Lilemba, 2015).

- Helping during the development of the school discipline policy;

- Discussing classroom rules together with the learners during the first week of school opening;
- Acting more democratically during the compilation of school rules;
- Providing a positive, disciplined and a good example for learners. This means teachers should be well-organised; well-prepared for classes; have time for learners to solve their problems; come to school sober and well rested; communicate effectively and politely to everyone in the same way; get to know learners name as soon as possible; be supportive by praising good effort as well as good work; maintain and control classrooms; offer an atmosphere that is conducive to maximum learning; and, in general, be gate keepers who control the activities of learners. This is so because Namibia's learner-centred approach allows for teachers to react to the learner's individual needs;
- Not showing favouritism. It is imperative for teachers to treat everyone equally and fairly;
- Not sexually molesting learners. This is breaking the sacred oath all teachers should take to protect those in their care (Lilemba, 2015).

2.13.2 The Duties of the Teachers when Maintaining Learner Behaviour in Schools

Having looked at the roles of the teacher, it is now worth considering their duties in managing discipline in schools. Lilemba (2015) is of the view that teachers should be responsible in managing learner behaviour at the schools where they are teaching. It is the duty of the teachers to assist the principal in the process of planning, organising, developing and monitoring of matters relating to learner discipline at school. The following according to Mushaandja (2016) are regarded as the duties of teachers:

- The legal duty to provide learners with the culture of caring;
- The duty of establishing clear classroom / school rules;
- The duty to maintain accountability; and
- The duty to maintain learner behavioural problems lies with the teachers.

In this regard, the duty of maintaining learner behaviour in Namibian secondary schools is a very difficult task for teachers. Therefore, teachers are responsible for proper management of a positive instructional environment in their schools (Van As,

2016). In support of the views above, Antonio (2017) explains that teachers have the duty to provide excellent instruction to learners; manage classes; create a good and caring learning environment; and employ the right strategy for each individual learner. In this regard, teachers as classroom managers are accountable for all teaching and learning activities that take place in schools and everything associated with these activities (Rosen, 2016). In education, accountability thus amounts to being required to give an account of events, decisions or actions taken in a school to those who may have a legitimate right to know (Belle, 2016) and accountability is the key to the proper running of the school systems and procedures. The above views are supported by Naicker (2014) who affirms that teachers are accountable for successful instruction and education in the school context. It is explained by Koki (2015) that, because teachers should be responsible for the achievement of learners and the results of all instructional actions, they must have a solid understanding of how to solve problematic situations. This view is further maintained by Meier (2015) that teachers have a duty to assist other teachers in managing learners with serious behaviour problems. When a problem arises, teachers are advised to first determine the cause and reflect upon the contributing factors before attempting to correct it. By so doing, this will provide teachers with a better framework for the strategies they adopt. For instance, if a learner is misbehaving when seated with a certain learner in class, the possible answer is to rearrange the seating.

2.13.3 Teachers' Rights and Responsibilities when Managing Learner Behaviour in Schools

Having looked at the roles and duties of teachers, we now look at the rights and responsibilities of the teachers. We expect teachers to respect and obey the laws governing school institutions. Teachers must always bear in mind that they are the role models for learners. This means that if they misbehave, learners will follow suit. According to Lilemba (2015), the following are regarded as the rights and responsibilities of teachers:

- The responsibility to correct both classroom and other school-related learner behaviour in a professional manner;
- The responsibility to carry out their teaching duties in a professional manner;

- The right to be accepted by both school officials and learners in an individual capacity. They should also accept others;
- The right to have their knowledge of individual learners taken into account in official school discipline, for which reason teachers should maintain a written, confidential, behavioural profile for learners; and
- The right and responsibility to consult with learners, parents or guardians regarding both academic and social matters.

2.14 THE TEACHERS' EXPERIENCES IN MANAGING LEARNERS' BEHAVIOUR IN SCHOOLS

Literature revealed that problem of lack of learner misbehaviour among learners at secondary schools is a global problem (Ali, Dada, Isiaka & Salomon, 2014; Rahimi & Karkami, 2015). This is supported by Monare (2013) who stated that learner misbehaviour seems to be a major problem in the 21st century in many high schools globally and this situation has been a major concern to schools, teachers, communities and the media. In this regard, fighting, insubordination, lack of assistance for teachers, drug abuse, lack of respect and mistrust of the management are mentioned by Donnelly (2018) as common causes of learner misbehaviour that are predominant in Australian schools. Sexual relationships between learners and teachers, vandalism of school property, assault on school prefects and teachers, insulting teachers, wearing of incorrect school uniforms, not doing homework, and disruptions of classes are some common forms of learner misbehaviour experienced by teachers in Namibian secondary schools (Jeeroburkhan, 2016). These learner misbehaviours are linked to poor academic performance.

The problem of learner misbehaviour among high school learners is a major problem in public schools in many countries and it is said to be as old as education, yet it has become one of the most contentious problem in schools (Edinyang, 2017) to such an extent that it is a matter of great concern for researchers, education policy-makers, teachers, parents, principals and the local media. Namibia is no exception to this learning situation. In a study of teachers' motivation in the educational circuits of Ohangwena Region, Amutenya (2016) found that learner indiscipline was one of the demotivating factors among government secondary schoolteachers in Namibia. In this regard, absence of learner discipline is regarded as the topmost problem

experienced by teachers in both secondary and lower schools in Namibia (Varma, 2018). This view is affirmed by Mouton (2015) who maintains that there has been a worsening of learner behaviour between high school learners over the past ten years.

It is explained by Lilemba (2018) that this degradation is the result of the fact that, since the education regulations, the education reforms and plans established in 1992, 1993, 2001, 2004 and 2009 seldom mention discipline as a school problem. However, the Education Act (Act 16 of 2001) mentions only two disciplinary measures that are said to be reactive, punitive, ineffective and inadequate since the school leaders have only a few or no legal or administrative guidelines for the implementation of effective discipline measures. In this regard, lack of a legal framework for learner discipline management by the teachers, insufficient understanding and training in management skills and the lack of political decisions about the phenomenon by the line ministry explain the alarming situation experienced in Namibian secondary schools (Le Defi-Quotidien, 2015). There is therefore an absence of a discipline plan to address the problem of indiscipline among learners.

Disruption of learning, teacher-targeted bullying, arguments, arrogance and individual assaults on teachers and learners are reported as some of the general problems experienced by secondary schoolteachers (Naicker, 2014). In Namibia, issues of disruptive behaviour are reported to be increasing in our schools every day, and this shows us that the learner discipline policy has not been effectively implemented. The above viewpoint is strengthened by the following examples: A female teacher was critically embarrassed by a school learner who made offensive remarks concerning her love affairs with other male teachers at their school. She stated that it was her first time to experience something like that (Antonio, 2017). A learner who was unhappy with the test work told his male teacher to 'voetsek', a comment regarded by the teacher as very disrespectful (Mushaandja, 2016).

Therefore, such personal attacks, disrespectful and derogatory comments carried upon teachers are deliberate bullying tactics by these learners who deliberately want to disgrace or bodily harm the teacher. This view is confirmed by Bee beejoun-muslum (2014) who stated that there has been an increasing deterioration in the

teaching-learning environment in schools because of various forms of learner indiscipline and the absence of effective learner behaviour management strategies. This is so because the Namibian education policies are not at all clear in terms of learner management strategies, so principals and teachers use simple strategies such as parent consultation and conversations with the learner regarding learner behaviour to avoid law enforcement and managerial troubles with the line ministry. This perhaps implies that the discipline policy has not properly put into practice. Hence, the increase in learners' indiscipline, cases such as fighting, drug abuse, truancy, coming late to school, sneaking out of school, disrupting classes and disrespect of teachers, has become a major concern to teachers in secondary (Antonio, 2017). Therefore, when these take place, then schools are supposed to apply their school discipline policy to bring down discipline.

One wonders if all the schools in Namibia have appropriate disciplinary policies. It seems that these discipline policies are only white elephants on paper, and in reality they have not been implemented in schools; hence the escalation in learner misbehaviour in Namibian high schools. In this regard, in order for teachers to be effective in managing learner behaviour, they should understand the factors contributing to learner behaviour that are predominant in their schools.

2.15 CONTRIBUTING FACTORS TO LEARNER DISCIPLINE PROBLEMS IN SECONDARY SCHOOLS

Various views around the globe have been given about the factors that contribute to learner misbehaviour in schools. Researchers have conducted extensive studies on the phenomenon of learner discipline where many causes which have led to its occurrence in schools locally, nationally and internationally have been properly documented (Mbatha, 2018). To deal effectively with the problem of learners' discipline in school, reasons why the behaviour occurs must be understood clearly (Thompson, 2018). When analysing these problems, different categories will be indicated to make it possible to understand them better from their causes. In Namibia, for example, documented factors of learner discipline are alcohol abuse; teachers as poor role models; politics; and negative influences by the mass media (Mushaandja, 2016). In this research, the following are discussed as the factors contributing to learner discipline problems in secondary school:

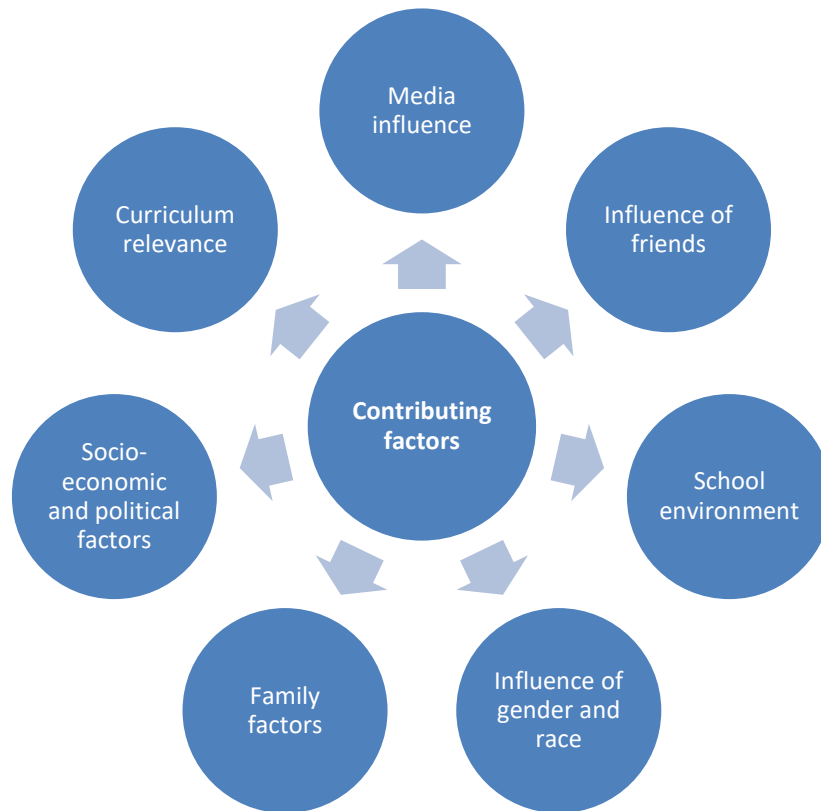


Figure 2.7: Contributing factors to learner discipline

2.15.1 Family Factors

The problem of lack of parental involvement and parental supervision may also be the source of learner misbehaviour in secondary schools in Namibia (Nzuve, 2018). It is believed that different circumstances in families have greater influence over the learners' behaviour other than what takes place in the school. Felix (2017) is of the view that a well-balanced, healthy family life and good parents are the most important teachers and the cornerstone of teaching and education in schools and in adult life. Brunette (2018) states that within the intimate living space of the parents' home, the foundations are laid for the child's future psychological, physical, emotional and social life. Lack of discipline among learners according to Timothy (2015) is the mirror of what is taking place in the society in which they live. This view is supported by the research of Ozigi (2018) who found parents as people who contribute to learner's indiscipline as poor examples. Personal experience has shown that poor achieving learners may be the result of poverty at home, absent parents or empty stomachs, and not necessarily because of misbehaviour. We

should therefore encourage parents to provide an ideal home for their children to the best of their ability.

2.15.2 Socioeconomic and Political Factors

The school environment is either positively or negatively impacted by the society (Brunette, 2017) and the school as a social system is also affected by what goes on in the society and vice versa. In the same vein, Ndamani (2018) suggests that the problem of indiscipline amid learners is mainly an indication of the morals, attitudes and deeds of their community. The presidential committee report on learners in Namibian secondary schools (2011) strongly supported the view that learners discipline problems are impacted by the eroded societal values. Many sociologists and teachers maintain that moral values are essential for the operation of human society. Brunette (2017) stated that with shared values, teachers and learners would be unlikely to cooperate and work together. Moral values are, for Brunette (2017), the foundation of the social order, and society is perpetuated through its educational institutions. For example, discipline is the morality of the classroom/school, and without it the school/class is like a mob. Masabo, Muchopa and Kuoth (2017) saw values as the first contributing factor for unrest as well as indiscipline in our education institutions. Yusuph (2017) mentioned unhappy parents, poor supervision, and fear for the future and mob psychology as social factors which negatively or positively influence learner discipline.

Regarding the learner behaviour in Namibian schools, Mushaandja (2016) stated that the political situation was to blame. This view is supported by Okinda (2015) who found the period between 1990 and 2005 as characterised by learner strikes in secondary schools which lead to injuries, deaths and vandalism of school facilities. Furthermore, indiscipline is seen by Koki (2015) as problematic within numerous learning institutions and could be recognised to have negative internal and exterior influences that cause learners to have a lack of sense of purpose and direction. In addition, he further indicated that teenagers have been exposed to immorality, pornography and violence in their communities and on the media. This view is confirmed by Hausiku (2015) who revealed that learners are exposed to negative role models in their community. The abuse of drugs, sexual harassment or bullying are identified by Lilemba (2015) as various negative acts that learners imitate and

learn from the society around them which may negatively impact upon behaviour at school. Yusuph (2017) affirmed and identified parents' economic status as a factor that may affect children's behaviour in schools; for example, girls engage in sex work to get money to buy food for the family.

2.15.3 The Relevance of the Curriculum

The curriculum's relevance to the learners' needs also influences discipline of the school. Hausiku (2015) is of the view that when the curriculum offers subjects which are irrelevant to many learners, such learners will lose interest. This can be a source of misbehaviour at school as children will indulge themselves in many types of misbehaviour. In support of the above, Baglin-Jones and Jones (2017) explained that if the curriculum is irrelevant, learners may regard various courses as having little or no bearing on their lives. For example, woodwork is not an examination subject in many schools and therefore it is regarded by learners as a less important subject. Misbehaviour can also stem from a curriculum that is not sufficient challenging or that is challenging for some learners, which is likely to cause frustration and bad conduct as a means of passing time and venting frustration (Mwamwenda, 2018).

2.15.4 The Influence of Friends

How learners speak, walk, eat, behave, learn, believe and even what they wear, is influenced by friends. It is suggested by Esire (2016) that the most important determinants of the adolescents' self-image and behaviour is determined by the need to belong to and identify with friends which might shape a way of life within the learning institution which may result in organising a rebellious group. It is explained by Yusuph (2017) that, due to poor choices of friends, learners sometimes find themselves doing certain things which they are not even prepared to do just to satisfy their peers even if they know for sure that what they are doing is totally wrong; for example, theft, skipping classes, alcohol and drug abuse. This view is supported by the research of Magwa and Ngara (2014) who found that when the deviant learners interact without restriction with deviant friends, they will become even more deviant.

2.15.5 The Influence of Gender and Race

An essential factor worth looking into in terms of how it affects the degree of learner disciplinary problems is the gender of the learner (Nene, 2013). This is consistent with the observation of Jordan and Anil (2016) who saw urban American male adolescents as people who experience disproportionately higher rates of corrective discipline than girls, as well as suspensions and expulsions which can be attributed to environmental factors such as cultural conflicts and misunderstandings related to their own cultures and that of the school. The disparity between the genders was brought to the fore by Londa (2017) when she indicated that African Americans appear to have more disciplinary problems of a more severe nature than their peers in other nations. In this regard, Kirah (2018) explained the difference between how female learners and male learners challenge their teachers with regard to disciplinary matters by pointing out that male learners resort to physical measures and direct confrontation to overtly challenge teachers, while girls confront teachers by wearing earrings and make-up, disregarding the dress code and sexual flaunting.

2.15.6 The Influence of Media

Media are a major contributing factor to student behaviour in schools (Mushaandja, 2016). Semali and Vumilia (2016) and Yusuf (2017) believe that media such as television, newspaper, radio, and social media have been promoting sexuality and alcohol as evidence of a fashionable lifestyle and a successful life. The study further showed that in using social media, learners see and watch violence, pornography and acts of aggression which influences their behaviour negatively. These views are consistent with the observation of Beebejaun-Mushum (2014) who found that media negatively influence the behaviour of learners in secondary schools. The claim is supported by Amutenya (2016) who pointed out that violence on television affect the actions of the learners, and reported that, for example, by the time they reach adulthood, children could have watched approximately 15 000 acts of violence on television. As per the researcher's own experience, learners who spend hours watching television 'soapies' or action movies are reported to display problematic behaviour both at school and home. This view is supported by Ngwakabwenei (2015) who pointed out that some parents allow their children to watch any television programme without censorship; as a result, some children copy what they have

seen, such as sexual behaviour, violence and disobedience. The claim is supported by Woolfolk (2018) who confirmed that the teachers nowadays watch many acts of violence around the world and copy these acts and use them on their friends and teachers in schools.

2.15.7 The School Environment

Disciplinary problems may arise because of the school environment. In this regard, every teacher must be committed to ensure that learning institutions provides secure and tidy surroundings in which proper instructions takes place daily. It is pointed out by Edinyang (2017) that learners who come from a permissive environment are believed to cause disciplinary problems in schools as they exhibit destructive behaviour and disrespect for both teachers as well as school property. Pancho (2016) revealed that teachers contribute to their indiscipline by being unprepared, being absent, lateness, drunkenness or sexual misconduct. Felix (2017) asserts that, if teachers come to class unprepared, learners will lose self-confidence and will doubt the capabilities of the teachers. Antonio (2017) agrees with Smith and Amushigamo (2016) who explained that, if the subject content is boring, the behaviour of learners will break down resulting in learner misbehaviour such as noise making, late coming and truancy. The views above are confirmed by Disgrace (2016) who states that some behaviours exhibited by teachers lead to learner misbehaviour in schools. It is therefore vital to note that the relationships that teachers establish with learners will impact classroom discipline. Charles (2017) explains that if learners are left unsupervised, this will cause chaos which can range from vandalism, noise making, and physical fighting which can sometimes cause injuries or the death of a learner. These views are affirmed by Hausiku (2015) who reported an incident where a learner at Rundu Secondary School went on the rampage, accusing some teachers of being habitual drunkards.

2.16 CHALLENGES TEACHERS FACE WHEN MAINTAINING LEARNER BEHAVIOUR IN SCHOOLS

There are many challenges in schools that teacher face these days. Botha (2016) is of the view that the challenges and the handling thereof will make the difference between a teacher enjoying their teaching career or not enjoying teaching at all. He further cautions that it is important that these challenges be handled, because the

outcomes will affect education either positively or negatively. When these challenges are seen as multidimensional, requiring a multidimensional approach where all stakeholders are involved, the chances of a positive outcome are good (Brunette, 2018).

In her study, Nene (2013) found the management of learner behaviour to be the most demanding duty facing schoolteachers. The same sentiment is echoed by Amutenya (2016) who found that learner misbehaviour was a grave dilemma among learners in Namibian high schools. This view is supported by Charles (2017) who sees learner misbehaviour as a major contributing factor to teacher burnout in Namibia. Lilemba (2015) found that the local media in Namibia have frequently reported an increase in learner discipline problems in schools which have resulted in many teachers feeling de-motivated and totally discouraged. In this light, Hayward (2017) stated that he is saddened by the way the teacherngsters speak to their teachers nowadays, even insulting them. On the other hand, Brunette (2017) points out that parents do not support teachers in resolving learners' disciplinary problems which are also claimed to be caused by some politicians. This interference has a bearing on the schoolteachers' performance as well as management of learner behaviour in their schools.

Yusuph (2017) further reports that other dangerous substances such as drugs, marijuana were consistently used by learners leading to high occurrence of hostility in learning institutions. It is stated by Arum (2003) who affirmed that serious learner disciplinary problems include learners bringing weapons to schools and classrooms, stealing, cheating, lying, vandalising and verbally abusing teachers on a regular basis. In support of the above, a 12-year-old Grade 5 learner from limbili Combine School in Ohangwena Region killed his 13-year-old classmate with a pistol during break (Ashipala, 2018). These challenges that are highlighted by Upindi (2012) that teachers at Windhoek Technical School were assaulted verbally, sexually abused and threatened.

2.17 THE GOVERNMENT POLICY ON LEARNER DISCIPLINE IN SCHOOLS

Before gaining freedom in 1990, learner indiscipline in the Namibian educational system was managed by the use of physical castigation (Mushaandja, 2016). It was approved in the administration Gazette of South West Africa (1973) as Namibia was

then called. The corrective rules of that time made provision for physical castigation to be overseen by school principals or teachers on learners who had committed grave misbehaviour. This was practised both at lower and higher institutions. However, the situation changed after independence. As a guideline, of education ministry in 1992 introduced two policy documents namely “*Discipline from within and with care; Alternatives to physical punishment part 1 and 2*”, which laid out these alternatives to be used in schools (Antonio, 2017). These two manuals were intended to guide teachers on alternatives to physical punishment when maintaining discipline (Hubbard & Coomer, 2017). The non-violent, assertive and non-confrontational disciplinary strategies for schools are provided in the manual called ‘*Discipline with care*’. The line ministry subsequently designed the code of conduct for Namibian schools to support the two manuals mentioned above. Various teachers’ rights and responsibilities are stipulated in the Namibian Code of Conduct for Schools which are important for achieving the discipline policy aims. This aims of the Namibian Code of Conduct for Schools according to Antonio (2017) are to help teachers in maintaining learner behaviour in their schools effectively, and for setting up the context, providing the structure for the development and finding ways to implement discipline policies at both national and school levels. The policy documents mentioned above were envisioned to be used as guidelines on how teachers should maintain learner behaviour in their schools without the use of caning and beating of learners.

However, learner misbehaviour persists despite these policies and processes. What is causing this persistence? Evidence is that most Namibian secondary schoolteacher complain that, although they have seen copies of these policies, they have no knowledge of the content (Antonio, 2017), so they do not know what the guidelines are. To illustrate: the Namibian (2008) reported an incident where a schoolboy at Swakopmund High School (one of the schools in the Erongo Region of Namibia) slapped a teacher in a classroom but there were no guidelines on how to deal with this. There was nothing the school could refer to; but, as the authority that need to take action, they needed to refer to a specific policy. In the view of Antonio (2017), teachers believe that without physical punishment, learner behaviour cannot be maintained.

Even though it is a fact that in Namibia a specific policy on learner misconduct is not available, it is a different case in the USA, where there is a policy on discipline; even to the extent that undisciplined learners can be taken to court in cases where they have committed offences, and where a judge will preside over such cases (Kelly, 2015; Nakale, 2014; Nene, 2013). It also emerged that most Namibian secondary schools are unable to regulate routine discipline problems because the guidelines lack clarity, and they are not properly understood by teachers across the country and that are applied inconsistently (Directorate of Education, 2015). Given the shortcoming in the absence of a defined disciplinary policy, various stakeholders in Namibia are appealing to the line ministry to change the education policy on discipline and to implement stricter strategies to manage indiscipline in Namibian learning institutions (Cawood, 2007).

2.18 THE STRATEGIES TO BE EMPLOYED BY TEACHERS TO MITIGATE LEARNERS' BEHAVIOUR IN SCHOOLS

Different approaches can be used by teacher to deal with learner behaviour issues in schools (Mutte, 2017). The proactive discipline strategies discussed below, according to Frels (1990), should be considered for the management of learner behaviour in schools.

2.18.1 Teachers must provide Proper Instructive Support to Learners

Teachers are encouraged to direct learners to adjudicate their own conduct (Zaibert, 2016). In this regard, teachers should be focused on assisting learners to accept their responsibility (Ramsey, 2018).

2.18.2 Teachers should involve Learners in drafting School Rules

Involving learners in drafting school rules and regulations is seen to be one of the best strategies teachers can use to mitigate learner behaviour in schools Koki (2015). Woolfolk (2015) suggests that the following should be included:

- Bring all needed materials to class. The teacher must specify the type of pen, pencil, paper, notebook, and textbooks.
- Be in your seat and ready to work when the bell rings. Many teachers combine this rule with a standard beginning procedure for the class, such as a

warm-up exercise on the board or a requirement that learners have paper with a proper heading ready when the bell rings.

- Respect and be polite to all people. This includes no fighting, verbal abuse and general trouble making. The teacher must also show learners respect.
- Respect another people's property. This means property belonging to the school, the teacher or other learners.
- Listen and stay seated while someone else is speaking. This applies when the teacher or other learners are talking.
- Obey all school rules. By so doing many behaviours and situation are covered.

The views above are supported by Mushaandja (2016) who states that teachers and learners must cooperate when creating, managing and amending the set of school laws. In this regard, learners will usually conform to rules that they have contributed to formulating.

2.18.3 Teachers should employ a Democratic Leadership Style

The Namibian government suggests that learners should be encouraged to take part in decisions which affect their lives. Teachers are encouraged to be democratic in their contact with learners. In this way, teachers should be facilitators in the classrooms and not masters. This is consistent with the observation of Charles (2017) who encourages teachers to adopt a democratic leadership style and discourages teachers from using an autocratic style of leadership in schools. Therefore, teachers must provide strong direction but should not promote rebellion (Sonn, 2016) and learners should be allowed to make decisions. Teachers should also assist them to know that they are expected to take responsibility for what they do and face the consequences of their actions. In this way, learners will develop self-discipline (Cotton, 2016; Griffin, 2017).

2.18.4 Teachers should inculcate Moral Values that develop Learners' Character

Moral values are values which deal with human conduct, which prescribe the way people should behave, the way we distinguish between right or wrong actions. Lilemba (2018) explained that moral values are things which are good and right on

moral grounds. This includes things like telling the truth, keeping promises and other things which are morally acceptable to the society. In developing learners' character, teachers are encouraged to inculcate values in their learners. Without values, discipline will not be possible, because values develop character and enable learners to differentiate between right and wrong. Therefore, the role of schoolteachers is to inculcate values and to be good role models for their learners (Ndakwa, 2016).

2.18.5 Teachers should involve Parents in School Activities

Parental participation in school activities and parents' assistance with their children's homework can improve both academic achievement of children and the relationships between the home and school (Mushaandja, 2018). The schoolteachers should help to coordinate paternal participation in the school activities. Oosthuizen and Rossouw (2018) explain that parents are the most important people in the education of their children and their success in life. Woolfolk (2018) mentions that a factor that causes children to behave in an immoral way is the influence of parents. Although children and the teacherngsters may not have the same decision-making capacity as adults, the influences of their parents can affect the way they behave and make choices; for example, when children see that their parents are conducting themselves inappropriately or making poor choices, children might believe that they are entitled to make similar choices.

2.18.6 Teachers' must act as Good Role Models

The behaviour of some teachers in many learning institutions cannot be condoned. A few of these teachers are engaged in dubious activities. In some cases, teachers disgrace the profession either by over drinking or getting entangled in love affairs with learners. Yaghambe (2017) stated that teachers must personify the image of an educated, well-mannered, decently dressed, disciplined and healthy person. It is, therefore, important that teachers should be seen to behave appropriately in public arenas, and they should always be a good example (Lilemba, 2018). There is nothing that teaches a learner mature behaviour better than modelling it themselves.

2.18.7 Teachers should create a Favourable Teaching and Learning Environment

The following strategies are paramount in creating a conducive environment in which learner disciplinary problems are reduced (Figure 2.8).

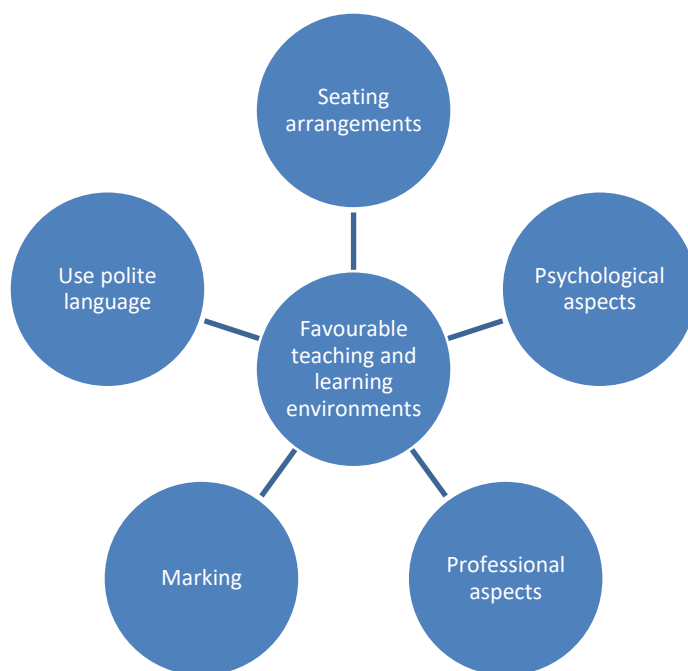


Figure 2.8: Creating a favourable teaching and learning environment

- **Seating Arrangements:** Learners should be seated in such a way that they will be able to see and hear all that goes on in the classroom. They should be able to see the teacher speaking, moving, demonstrating and giving examples. Similarly, the teacher should be able to see all the learners in the classroom. That will help them keep track of every learner's activities and correct misdemeanours (minor bad conduct) as early as possible. Short learners should sit in front and tall ones behind them. Usually it is good for every learner to have a permanent place to sit. This will save a lot of time and curb indiscipline. Learners with disabilities such as the partially deaf and poorly sighted children should also be considered in the class. They should be seated in front, near the chalkboard so that they can benefit as much as possible. The seating arrangements depend on various factors; for example, the method the teacher is using. But what is important is that children should be seated in such a way that they can see and hear properly

and communicate easily. In this regard, the teacher must see to it that learners are reasonably spread out so that they do not bump each other. Some suggested seating arrangements are as follows:

- To place children so that they can see, hear and communicate, it is a good idea to have them arranged in a U-Shape or in different groups.
 - When the teacher demonstrates something, desks can be moved to the back of the class and chairs can be arranged in a semi-circle in front of the class (Lilemba, 2015).
- Psychological aspects: These refer to interpersonal relationships between the teachers and the learners and among the learners themselves. Dean (2018) affirms that it is important that the relationship between a teacher and a learner should be good and friendly. Dean (2018) further states that every learner should feel accepted and that the teacher should show interest in each learner's progress. The relationship among learners should also be healthy. A learner who is often mocked or beaten, lives in fear and loses concentration on lessons. Teachers should encourage and foster friendliness among the learners. Smith (2019) advises that teachers should be aware that they are working with learners with individual differences which influence their classroom performance. Teachers should treat and provide for every child in the classroom accordingly.
- Use polite language. This is useful in creating a favourable climate for teaching and learning. Learners are human beings with their own likes, dislikes, interests and feelings. Some of them are fast at grasping concepts while others are slow learners. All this should be taken into account when working with learners. Jackson (2012) argues that many teachers forget that when learners get everything wrong, the teacher, not the learners, is to blame. If the learner has not learned, it means the teacher has not taught.
- Professional aspects: These refer to the teacher's ability to help learners to learn and monitor their progress. Antonio (2017) states that the learners' learning needs the teacher to monitor and ensure that they are making progress. One way to do this is to give a chance to learners to speak or read while the teacher listens carefully. The teacher can then correct the learner. Another way of monitoring the learners' progress is to give them exercises which they must do in exercise books. The teacher monitors the progress by marking the work and gives appropriate help in the form of feedback (Mushaandja, 2016).

- **Marking:** Marking is another area that needs to be considered seriously if the teacher is to create a favourable environment for teaching and learning. The marking system should be meaningful. It does not help a learner if teacher simply cross out whole written exercises. Teacher should indicate with symbols, such as underlining, circling or highlighting where the mistake lies, and then providing a helpful comment. An indication of the cross (x) sign in the learner work does not help the learner in learning, this will discourage the learner. Therefore, a teacher should go through the work and find out where the mistakes are and bring them to the attention of learners for improvement. The following are some tips that may be helpful in teacher's marking:
 - Learners should not line up at the teacher's desk for marking; as the learner write the exercise in the class, the teacher should go round giving individual help and mark the work that has been finished
 - Teachers should not confine themselves to one section of the class but should set more work for the learners who finish writing before time is up.
 - Teachers should understand the learners' thinking through their work and find ways of helping them;
 - If marking cannot be completed during the period, the learners' exercise books should be collected and marked during free time;
 - Work that most of the learners have got wrong should be corrected on the chalk board, and the learners who got the work wrong should be asked to do the same corrections in their exercise books;
 - After marking each exercise, homework, assignment or test, the marks should be recorded in the progress chart. The record helps teachers to determine whether each learner is making steady progress, is static or retrogressing in performance. This helps teachers to single out the learners who need encouragement and counselling. The record also helps the teacher to find out if teaching was effective and to change the method of teaching if the results are not satisfactory (Brunette, 2017).

2.19 SOME GENERAL PRINCIPLES AND METHODS FOR HELPING LEARNERS BECOME DISCIPLINED

With the deterioration of discipline in our schools, how can we help our learners to become disciplined? There are many principles and methods that we teachers can use in helping learners to become disciplined which are depicted in Figure 2.9 below:

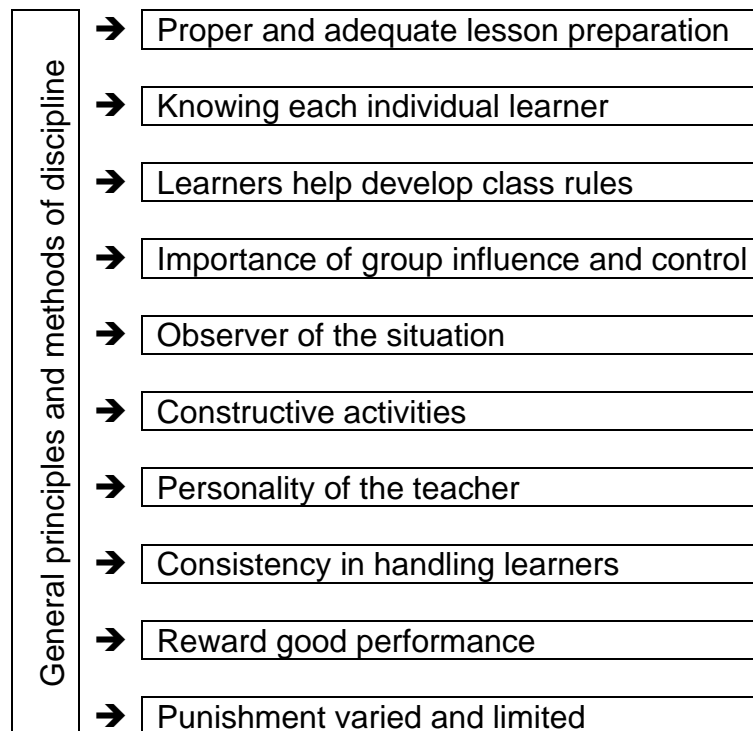


Figure 2.9: General principles and methods for helping learners become disciplined

- **Proper and adequate preparation of a lesson:** Preparation should not consist of merely writing down the lesson plan. It should include a thorough knowledge of the learning objectives and subject matters. The teacher should see what is likely to happen with learner's problems. For example, equipment and educational aids used as illustrations are essential (Mushaandja, 2016).
- **Knowing each individual learner:** Understanding the learners' background and their behaviour will help teachers to notice sudden changes in behaviour. Teachers can then find out the grounds instead of just punishing the learners. Learners, who are frustrated because of problems arising outside of school such as hunger, may misbehave in school. Therefore, punishment will not solve their problem, but an understanding teacher may help them (Lilemba, 2015).

- **Allow the learners to help develop rules for their class:** If learners participate in developing the set of school rules, they will respect them instead of the rules which are drafted by teachers alone. They should see the need for the rules. Teachers are advised not to make too many rules. Learners may find it hard because they may not remember all of them and will therefore take them less seriously (Antonio, 2017).
- **Recognise the importance of group influence and control:** Learners seek to be accepted by their classmates. The games they play, their manner of dress or preference for food are usually indicators of the groups' likes and dislikes. Therefore, good company will change the behaviour of the misbehaving learners. Good learners, who dislike chaos, may assist a problem-maker so that they do not get into trouble with the teachers (Amutenya, 2016).
- **Be a careful observer of the situation:** It is required that teachers become good and careful observers of the situation in their classrooms/schools. This is so because, if teachers do not carefully observe what is taking place in and around their environment, they will fail to notice various minor problems that are happening in their classroom or school which could erupt into bigger problems like fights. Learners are quick observers who will easily notice a weak teacher where they can take chances. When this happens, order usually breaks down (Lilemba, 2015) and if order breaks, disruption or chaos is the result. It is very hard to regain control over a chaotic or disrupted class. It has been reported that good classroom managers are those who are careful observers (Mushaandja, 2016).
- **The personality of the teacher can be an important factor in class control:** As a teacher, learners have some respect for the teacher, simply because of their profession. But learners are quick to evaluate the teacher's strengths and weaknesses. The respect the learners give a teacher needs to be earned. When they respect a teacher, they want to behave well so that the teacher is pleased with them. Therefore, a word, a look, a frown or a shake of the head is often sufficient means of keeping control. Therefore, the teacher should not try to earn the respect of the class through rigid authority, fear, force or popularity (Varma, 2018).
- **Keep the learners occupied with constructive activities:** Learners should be kept busy with meaningful and constructive activities. Learners who have nothing

to do will find something to do. If teachers have planned their lessons well; the class will be busy, and they will not have time to look for other things to do (Mushaandja, 2016).

- **Be consistent in the way the teacher handle learners:** It is human nature to have good and bad days, but teachers should try to forget bad moods and maintain some kind of standard and level of order every day. Therefore, they should favouritism and try to treat each learner equally (Cloete, 2017).
- **Reward good performance:** Many a time, teachers think of punishing bad behaviour and ignoring learners who are behaving correctly. If a teacher begins to pay attention to co-operative learners, then many of the naughty learners would try to be good, just to get that attention, and positive rewards such as praise, smiles, nods, special privileges give the learners the sense of pleasing the teachers (Makendano, 2016).
- **Punishment should be varied and limited:** Teachers can punish the learner for serious offences. Simple issues could be settled with an expression, and learners should not be punished for not understanding. Learning is difficult. We learn by trying; if learners are afraid of being punished for mistakes, they will stop trying. Their progress in learning will slow down or even stop altogether (Mushaandja, 2016). When punishing learners, the following principles should be used as indicated in Figure 2.10 below:

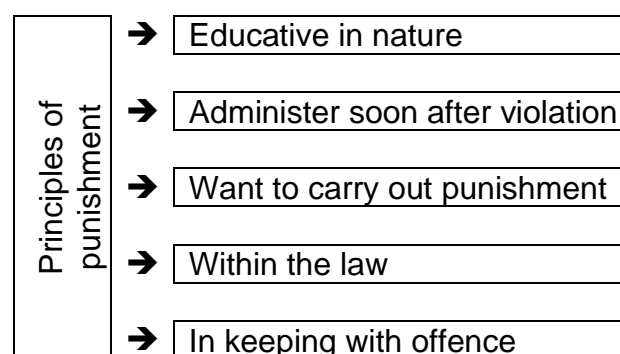


Figure 2.10: Principles of punishment

- **The punishment should be educative in nature:** The main purpose of punishment must be to create a self-disciplined person. A self-disciplined person respects and obeys the school rules because they feel that it is the best thing to do.

- The punishment must be administered as soon as possible after the violation. The learner must be able to make an association with the time at which the offence occurred.
- The teacher/ principal must want to punish because he/she sees that it is right and just.
- The punishment must be within the law. For example, the school principal in Namibia does not have the authority to dismiss a learner from school (Mushaandja, 2016).
- The punishment should be in keeping with the offence; for example, a learner who deliberately breaks a window should be made to pay for installing a new window, and should not, for example, be made to clean the school yard.

2.20 THE IMPORTANCE OF EFFECTIVE CLASSROOM MANAGEMENT IN SCHOOLS

Successful classroom supervision is the process of creating a favourable learning atmosphere in the classroom (Smith & Amushigamo, 2016). In establishing the proper teaching and learning atmosphere, teachers must make efficient use of the available resources, which include human and material resources. Mushaandja (2016) mentions eight important aspects of effective classroom management:

- It keeps the class under control and in this way, it makes the best use of the available time; it ensures that the learners engage in the learning tasks that the teacher have set for them;
- Devoid of proper class management techniques, it may be impossible for the learners to concentrate on given tasks and also to achieve the objectives of the lesson.
- Effective class management also makes the children independent and responsible. This can be done through sharing leadership functions with the learners; it develops an individual's self- worth.
- By accepting, trusting and respecting the learners, the teacher helps them to build up confidence and trust which can lead to successful teaching and learning;
- It minimises unacceptable learner behaviour. In this way, it helps to maintain discipline which is necessary for successful learning

- Effective class management promotes co-operative, mutual and Interpersonal relationships such as teacher-learner and learner-learner relationships. These good interpersonal relationships are necessary for effective teaching and learning;
- Good class management creates opportunities for learners to work together. This working together leads to the proper exchange of ideas, experiences and the development of acceptable social relationships
- Effective class management promotes proper learning. It ensures that the material resources are readily available for use by both teacher and the learners. No time is unnecessarily wasted in hunting for teaching and learning material. Learners know where to find their learning materials, where to store learning material after use, which should do what and when. In this way, there is orderliness in the classroom (Mushaandja, 2016).

2.21 CHAPTER SUMMARY

In Chapter 2, a broad historical background of discipline in school was presented. The meaning of the term discipline, the difference between discipline and punishment was discussed and the types of discipline were described. The purpose aims and goals of discipline were discussed. Administration of learner behaviour in secondary schools was discussed. The duties, roles, rights and responsibilities of teachers were clearly laid out. An extensive review of literature on teachers' experiences, contributing factors to learner discipline, challenges experienced by teachers, government policy on learner discipline and strategies to be developed and employed by teachers in schools were dealt with. Some general principles and methods for helping learners to become disciplined, as well as the importance of effective classroom management were explained. It was indicated that good instruction and knowledge cannot take place without proper discipline. In the following chapter, Chapter 3, the theoretical framework that guided this study is presented.

CHAPTER 3

THEORETICAL FRAMEWORKS ON TEACHERS' EXPERIENCES IN MANAGING LEARNER DISCIPLINE IN SCHOOLS

3.1 INTRODUCTION

In this chapter, the definitions of a theory, the purpose of a theory, functions of theories in education management, major characteristics of theories of education management, the building blocks of theory and what constitutes a good and useful theory are discussed. It also discusses the nature of a theoretical framework, which incorporates the utility of theoretical frameworks, theoretical perspectives on learner discipline, theoretical frameworks in qualitative research, and literature as proxy for theory or theoretical frameworks is also explained.

In this chapter, the six theories and models of learner discipline management that informed this study are the Social Learning Theory by Bandura (1989); Marvin Marshall's Theory (2004) discipline without stress; the theory of discipline with dignity by Mendler and Curwin (1988); Dreikurs' Social Discipline Model (1968); Canter's Assertive Theory (1992); and William Glasser's (1998) choice theory. Much has been written about learner discipline for the past years and an effort to single out every one of those philosophies and models is a practically impossible task. Charles (2017) suggested that an hypothesis presents a structure consisting of the information that provide people with an enhanced insight into operating with adolescent learners and how the information regarding the social world can be used to assist and describe the social phenomenon. A theoretical framework according to Henning, Van Rensburg and Smith (2014), provides point of reference to the enquiry at hand in the way that it replicates the position the researcher approve in his/her inquiry.

Therefore, models and hypotheses of discipline attempt to describe what discipline means and for this reason they help us to better understand the likely factors contributing to lack of learner behaviour. This enhances the theoretical comprehension of a pluralism of factors (Belle 2016). In this study, six theories are used (Anfara & Mertz, 2015) and combining more than one theory in a given study is generally known as theoretical triangulation. Triangulating these theories enhanced

the comprehension level of the researcher regarding the topic being studied. The reason for using these six theories was to complement one another and to view learner discipline in a holistic way. Therefore, no inquiries can succeed without the guide of a theory underpinning the questions chosen (Ngulube, Mathipa & Gumbo, 2015).

3.2 THE DEFINITION OF A THEORY

Even though many different scholars have agreed that no scientific research is possible without a theoretical framework, no consensus has been reached as to what the term 'theory' actually means. Although it is argued by some scholars like Flinder and Mills (2016) that they find it hard to come up with an exact meaning of a theory, many science philosophers and scholars in different academic disciplines have defined theory in different ways. This partly explains why there are competing and contradictory notions of the term 'theory'. For example, Kerlinger (2016) clarified theory as a set of interconnected constructs that presents a logical perception of a problem. Gillham (2016) saw a theory as a structure of facts that gives a clear justification for something. In a similar way, theory is defined as a group of unified precepts which relate to the subject of the enquiry (Argyris & Schon, 2014). Schwandt (2014) agrees with Babbie (2016) who defines a theory as a descriptive system consist of a group of ideas linked to each other. The researcher agrees with Botha (2016) who sees the term 'theory' as related to facts and views created by researchers regarding a specific construct – in this study, managing learner discipline.

This view is supported by Anfara and Mertz (2015) who affirmed that theory is something selected for its ability to clarify a societal problem. Therefore, Botha (2016) is of the opinion that great effort is required to understand an hypothesis and its connections in the inquiry process. In this regard, in exploring a philosophy, a researcher develops the capability of observing a situation through the theorist's eyes, is able to determine the different approaches and apply one or more theories to a previously unexplored phenomenon which then expands one's critical thinking skills (Anfara & Mertz, 2015). In this study, a theory is broadly defined to be analytical, descriptive scheme or interpretive framework consisting of a group of interrelated ideas, constructs, definitions, propositions and terms logically associated

with each other, considering both similar and dissimilar views which assist the researcher to develop an improved comprehension of what is taking place in the social world with the purpose of explaining the phenomenon being investigated. Strauss (2015) states that theories clarify and explain how the world functions. Therefore, the quality of a theory is evaluated by its descriptive, predictive authority and scope (i.e., the range of cases that they fit well) (Schoenfield, 2018).

3.3 THE PURPOSE OF THEORY

The purpose of theory in investigation is well documented (Neuman, 2016). Although theories take several forms, researchers agree that they help in explaining and understanding events in the world; they serve as a means of interpreting the gathered data and preventing the fragmentation of knowledge; and they provide a proper focus for the research. This is consistent with the observation of Bishop (1977, cited in Ngulube et al., 2015:52) who stated that theory functions as spectacles which can help people to see the object that they are investigating more clearly.

3.4 FUNCTIONS OF THEORIES IN EDUCATIONAL MANAGEMENT

The following are the value or functions of educational management theories (Figure 3.1):

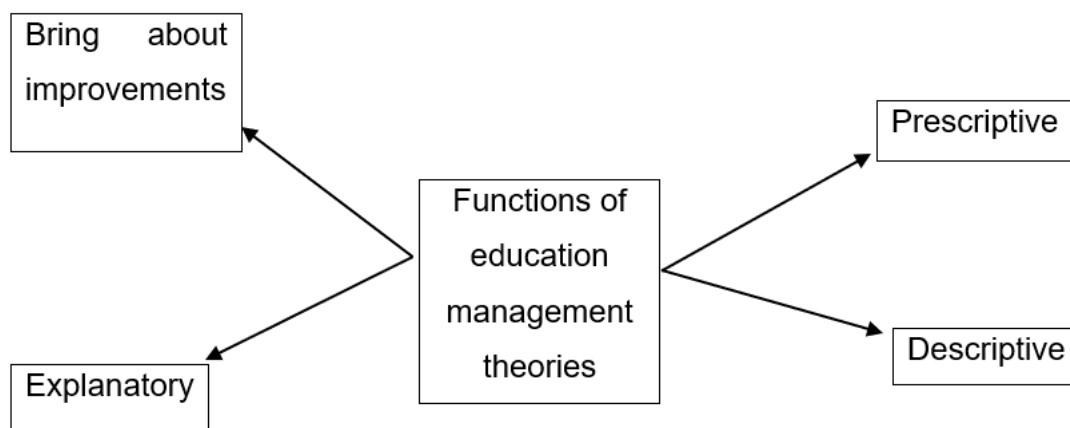


Figure 3.1: Functions of theories in educational management

Source: Adapted from Botha (2016:12)

- Prescriptive (“what is rather than what ought to be” is investigated).

- Descriptive (“what is instead of what should be” is investigated).
- Explanatory (“an effort is made to research the sense and meaning of matters and in so doing, to interpret reality or the practical situation critically”).
- Bring about improvement (because education management is a normative or ethical matter).

3.5 MAJOR CHARACTERISTICS OF THEORIES OF EDUCATION MANAGEMENT

Theories of education management must be gifted with various meanings, but they all originate either from organisational or managing theory. In this regard, the previous is likely to be the theory for comprehension, while theory of management has more direct bearing for practice. Most theories of education management possess three major characteristics (Botha, 2016:10) depicted in Figure 3.2 below.

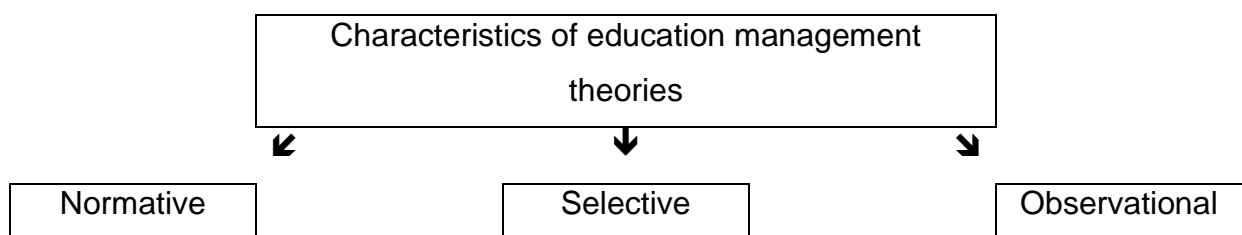


Figure 3.2: Three major characteristics of theories of education management

Source: Adapted from Botha (2016: 10)

- Normative – according to Botha (2016), educational management theories tend to be normative in that they replicate values about the environment of learning institutions and the deeds of the persons in them. To a greater or smaller degree, theorists communicate their views of how learning institutions should be controlled some merely describing certain characteristics of managing the school.
- Selective – Theories tend to be selective in that they emphasise certain aspects of the school. A school is a complex environment and it not possible to analyse everything.
- Observation – Botha (2016) further states that theories are often based on or supported by observation of practice in schools. Theories require the support of regular and methodological observation. While numerous theories of managing education are founded on watching, some supporters are sceptical of this stance.

They say that observation does not reveal the meanings placed on events by participants.

Theory in education management thus tends to be mainly normative and selective but is often supported by observation in educational surroundings.

3.6 THE THEORY ELEMENTS

Several studies such as Silver (2013), Botha (2016) and Sharma (2018) have revealed that when discussing the theory, significant points are made with regard to its elements, the relationship between concepts, the key constructs and the theory propositions. According to Babbie (2016), when a person changes from notions to theory level, there is also a shift from tangible experiences to the level of abstract description. Mostert, Mwoombola, February and Zimba (2018) viewed concepts as the words that people assign to events when they are operating from the tangible level of sensations and experience. In addition, concepts enable people to differentiate one event or sensation from another and they also permit people to relate past events to the current or future ones. Sometimes, these concepts will group and shape an upper-order element of ideas known as a construct. Mwamwenda (2018) gives the example of the intelligence quotient as a hypothesis.

Shifting to the next point of abstraction, people develop propositions. Brunette (2018) viewed propositions as expression of associations between numerous constructs. As propositions are first-hand discoveries, they should be carefully clarified and described. Since a single proposal is generally inadequate to arrive at a novel understanding of the truth, researchers use established propositions that are rationally connected. Furthermore, through this relationship among propositions, a theory is constituted. When building up a theory, the researcher arrives at elevated nonconcrete ideas, by means of thoughts being taken away in sequential steps from the sphere of instant understanding and sensation even if they are abstract, and theories are very helpful for understanding the real world. To assist in understanding the relationship among and between the elements of theory and to help in understanding the progress from concrete experience to abstract explanation, the researcher offers Figure 3.3:

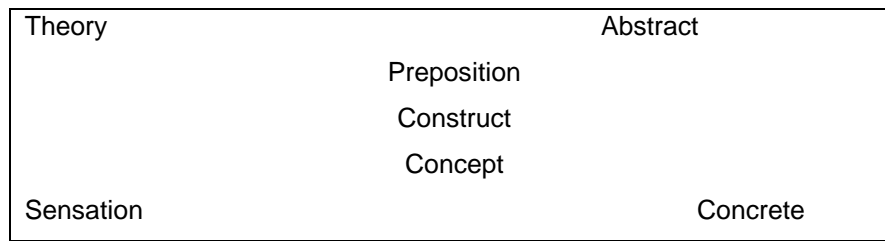


Figure 3.3: The elements of theory

Source: Adapted from Anfara and Mertz (2015:3).

In the social sciences, there is a multitude of efforts to express, give details or hypothesise a problem. The character of theory (its explanation and its component parts) can be clarified through reference to two particular theories which are well-known to most of the readers. To illustrate I turn briefly turn to the work of Abraham Maslow and Leon Festinger. A powerful way of understanding how human beings are motivated was developed by Maslow in 1954. Maslow was of the opinion that people have a diversity of needs (concepts), some more basic than others. These needs are grouped by Maslow into five basic groups (constructs), hierarchically arranged from lower to higher (prepositions). These lower needs dominate behaviour when people's needs are not met. Higher needs became relevant only after the lower needs have been satisfied. Using concepts, constructs, and propositions, Maslow came to the conclusion that behaviour represents an individual's drive to address the deficit by satisfying the most important type of needs (theory) at a specific time. The hierarchy is depicted as Figure 3.4 below.

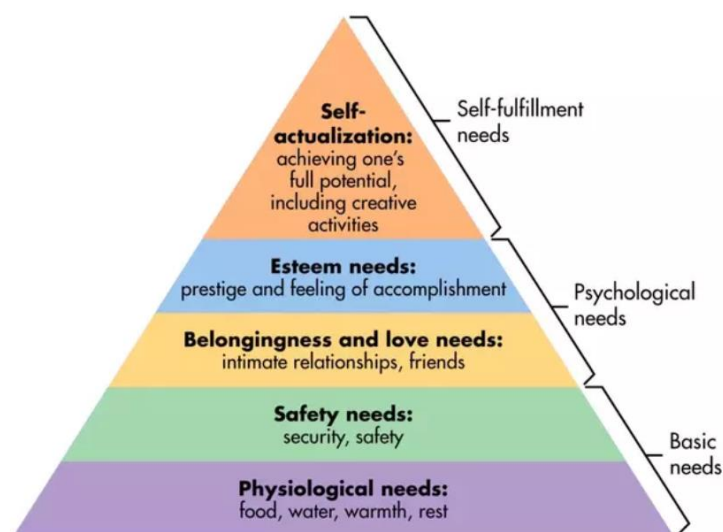


Figure 3.4: Maslow's theory

Source: McLeod (2020)

In the second example, I glance briefly at Festinger's theory of cognitive dissonance. This cognitive dissonance theory, which was developed by Festinger in 1957, has been one of the most influential and widely debated theories in social psychology. This theory starts with the beliefs that one has about the environment of oneself or about one's behaviour. These beliefs (concepts) are described as cognitions and the theory deals particularly with couples of cognition (constructs). Couples of cognitions may possibly relate to each other in appropriate or inappropriate behaviour (propositions). Inappropriate couples of cognition may basically have nothing to do with one another (Festinger, 1957) and appropriate pairs of cognitions may be also be consonant or dissonant. Consonant cognition occurs when components of information follow from one another. When elements of knowledge follow one another, dissonant cognition occurs.

As an example, when an individual is aware that they are encircled by only associates but feels frightened or endangered, a dissonant connection between these two cognitive components exists. The individual will be motivated by the uncomfortable feeling to reduce or get rid of the dissonance. When explaining his theory, Festinger writes that the dissonance's presence often gives rise to a psychological demand to eliminate the dissonance. Festinger (1957) and Mertz (2015) seem to agree that the strength of the pressure to decrease the dissonance remains a factor of the magnitude of the disagreement.

3.7 WHAT CONSTITUTES A GOOD AND USEFUL THEORY?

It is recommended that a good theory is easy, examinable, original, supports an hypothesis, has internal consistency and is extrapolative (Mushaandja, 2016). The satisfactoriness of such explanation is examined not simply by their appeal, their clarity and their artistic quality, but by the degree to which they can be used to assist people to expect if not direct the outcomes of a study (McMillan & Schumacher, 2015).

Pillay (2014) suggests that a clear description of the experiences which are appropriate to a problem being studied should be related to previous knowledge; must provide a clear explanation, should develop and expand the theory and create a foundation for further inquiry. Charles (2017) further suggests that a theoretical

framework provides people with good insight into a problem, and that an explanation of societal problems can only be provided by a theory.

3.8 NATURE OF THEORETICAL FRAMEWORKS

A specific kind of inquiry framework or a hypothetical structure is referred to as a theory (Creswell, 2014). In this regard, Anfara and Mertz (2015) suggest that through conducting a literature review, an appropriate theoretical framework is selected which may change as more sources are consulted by the researcher. This view is supported by Kumar (2014) who advises researchers to develop a theoretical framework from the broad to the specific.

In this regard, Ngulube et al. (2015) clearly explain that while methods of inquiry influence how studies are conceptualised, measured and interpreted, the theoretical framework of a discipline informs each method and it provides the language for interpreting and speaking about the social world. In this regard, I position my ideas of a hypothetical framework with individual investigators who perceive a theory as “more” than a set of abstract principles (Anfara & Mertz, 2015; Flinder & Miles, 2015; Merriam, 2016; Ngulube et al., 2015). Having discussed the nature of a theoretical framework, it is worth defining it.

3.8.1 Defining Theoretical Framework

The arrangements that categorise and explain the main fundamental constructs around which your study is organised are defined as Merriam (2016) as a theoretical framework. On the other hand, Back (2014) defines a theoretical framework as something that is important for guiding the research for ensuring coherence and for establishing the boundaries of the project/research. Anfara and Mertz (2015) agree with Ngulube et al. (2015) who similarly defined a theoretical framework as a group of unified ideas, similar to a theory, that directs your investigation, influencing what things you will evaluate.

A structure of ideas, theories, philosophies and hypotheses that underpin the investigation is referred to by Lincoln, Lynham and Guba (2015) as the theoretical framework. In this regard, Mwamwenda (2015) describes a theory or theoretical framework as a logical outline of a phenomenon. The views above are supported by Ngulube et al. (2015) who state that theory or theoretical framework is created to

clarify, foresee, and understand the problem being studied and, in most cases, to challenge and widen the understanding within the confines of the bounding theory, or establish and illustrate the theory. When all these definitions are taken into account, the nature of theoretical frameworks and their usefulness when investigating the social world are shown. In this study, the researcher is sure that theoretical framework will allow him to observe and comprehend some aspects of the problem being investigated although certain features will be concealed.

3.8.2 The Usefulness of Theoretical Framework

In contrast to theories, which explain why something occurs/happen, models are descriptive in nature. Therefore, the research/inquiry moves beyond the realm of the descriptive into the sphere of explanation in terms of a theoretical framework. Green (2015) states that theory collects small pieces of experimental information into a logical theoretical framework for broader applicability. For that reason, to have several hypothetical viewpoints that guide the inquiry gives a structure in which the why questions are answered. In this regard, without a theoretical direction, the researcher may hypothesise at best or cannot give any justification at all (Ngulube et al., 2015). The central piece of the puzzle in the investigation is the improvement of the theoretical structure (Merriam, 2016). The researcher and the shape of any inquiry are assisted by a theoretical framework in the following ways:

- It gives a frame within which a phenomenon under study can be understood;
- It builds the inquiry questions and assists in building the focus of the research;
- It permits the researcher to bring down the project to a manageable size;
- It helps with a proper data gathering plan;
- It serves as an instrument with which inquiry results are interpreted;
- It operates as a foundation for an inquiry plan; and
- It brings the researcher within a scholarly discourse and connects the research to the wider body of literature.

However, whatever the choices that they make, researchers should not force their data to fit their theory, but instead, the theoretical framework should guide and inform the entire inquiry process (Anfara & Mertz; 2015). Ngulube et al. (2015) advise researchers to exclude questions that do not relate to the theoretical framework even though they might be interesting.

3.8.3 Theoretical Viewpoints on Learner Discipline

The researcher's opinion, standards and worldview stimulate the choice of inquiry perspectives. In this regard, a researcher may choose to use certain perspectives or viewpoints to conceptualise and conduct the inquiry. The perspectives may be discipline-based (e.g. education, economics, information science), exercise-based (e.g. formative and summative evaluation) or theoretical (e.g. positivist, interpretive, or critical) (Lester, 2015). Thus, perspectives may provide a special theoretical angle. Hypothetical perspectives are the theoretical standpoints which create a foundation for the methodology and provide a perspective for the procedure as well as establishing its reasoning and criteria (Crotty, 2018). The observation is supported by Ngulube et al.(2015) who argue that theoretical perspectives are not developed at a late stage in the inquiry but are conceptual tools that are used to determine what questions to ask and what is to be investigated.

3.8.4 The Application of Theoretical Frameworks in Qualitative Research

Anfara and Mertz (2015) suggest that the application of hypotheses and hypothetical frameworks in a qualitative inquiry causes confusion. It is therefore generally argued that a qualitative inquiry uses the approach which is inductive and that theories are the outcome of the inquiry process and are not based on hypotheses. However, various investigations have shown that qualitative research may also test theory or provide a general explanation of a problem (Bryman, 2015; Creswell, 2014; Ngulube et al., 2015). In this regard, a combination of deductive and inductive may be used in qualitative research. Botha (2015) proposed that theory in inductive approach is taken from the data and is not being formed before data are gathered. This means that the theory is found in the data gathered during the investigation. This is so because the theory or some form of wider explanation for the social phenomenon is found in the data and themes that come from it. In this regard, the themes and categories may also be developed into patterns that maybe amplified by the researcher's personal experience. The qualitative or naturalistic enquiry leads to patterns or themes which emphasise the interconnectedness of thoughts (Lincoln, et al., 2015).

In a qualitative inquiry, not much theory is used as a background. Researchers are discouraged by Glasser and Strauss (1967) from committing themselves to existing

theory when going into the field, especially when conducting a grounded theory inquiry. In this regard, the researcher should ensure that the appearance of groups will not be tainted by concepts which are more suited to different areas.

I concede that certain theoretical preconceptions may be inimical to creativity and what Glasser and Strauss (1967) called “theoretical sensitivity”, but I think that it will be wrong to assume that this means the people should go into the field without reviewing the literature. It must also be borne in mind that they made this remark in reference to the grounded theory design. That is why Glasser (1998) later conceded that theoretical sensitivity might be enhanced partly through wide reading and famlarsng oneself with concepts and theories in one’s discipline. A researcher cannot run away from this truth because our inquiries are guided and influence by some initial hunches and flame of reference (Siggelkow, 2017), and that the primary literature review is steered on the comprehension of the engendered theory that will regulate the importance of the literature (Urquhart & Fernandez, 2016:5). The review of the literature provides theoretical assumptions and a pre-comprehension of the problem under investigation, and the facts are viewed as initial and should be surpassed with recent, non-matching information (Flick, 2016:43). Qualitative research that is provided by the review of literature may begin with a theory (Miles & Huberman, 2014; Merriam, 2015; Silverman, 2016; Creswell, 2014; Anfara & Mertz, 2015; Ngulube et al., 2015).

In fact, various people wrongly consider that a theory has no position in a qualitative inquiry. The truth is that it will be very hard if not impossible to imagine an inquiry conducted in the absence of the theoretical or conceptual framework (Merriam, 2016:45). Unlike in the quantitative tradition, theories are not tested or confirmed, or rejected. In qualitative research , the theories are used for a preliminary comprehension of the problem under the study (Flick, 2014). They become the theoretical assumptions of the inquiry, which may be reformulated and elaborated on as the inquiry progresses, just as in the formulation of the theory in grounded hypothesis. The focal point is on the exploration of the hypothesis and its applicability to explaining the problem, instead of a deductive explanation.

3.8.5 Literature as Indirect Means for Theory or Theoretical Frameworks

As Creswell (2014) rightly pointed out, theory is valuable in conducting quality applied research. In this regard, Bryman (2015) suggests that some exploratory research may not require an explicit theoretical framework especially if the area of inquiry does not have a theory which is well developed. Bak (2014) stated that in other studies, the literature review may serve as a conceptual framework. Ocholla and Leroux (2011) agreed with Ngulube et al. (2015) who saw the literature review and the theoretical perspective as a framework for guiding inquiry but without clearly differentiating between them. Maxwell (2016) opined that a conceptual framework may be referred to as a theory or literature review. McMillan and Schumacher (2015) contend that a literature review addresses aspects of a conceptual framework. What is the difference between a typical literature review and a theoretical framework? Bryman (2015) suggests that the literature background that relates to a topic, may act as the equivalent of a theory if it fuels the focus of the investigation.

Paré and Kitsiou (2017) opined that a literature review may also constitute the conceptual framework of a study if it contains a review of key concepts in the topic under study. Therefore, since theories are found in literature, various researchers place them in the review of literature, and this makes it difficult for other readers to comprehend the theoretical foundation of the inquiry apart from the literature. The researcher acknowledges that theory may therefore be implicit in the literature. In this regard, Bryman (2015) further suggests that researchers may in fact relate their research results to the literature on the topic (Ngulube et al., 2015) and that their results may be illuminated by concepts from the subject field as indicated in the review of the notion of the conceptual framework and the review of literature in their discussions.

3.9 THEORIES AND MODELS OF DISCIPLINE MANAGEMENT

The phenomenon of learner behaviour is also examined from the viewpoints of various philosophers. For this study, the researcher identified six theories: William Glasser's alternative theory (1998); the theory of social learning by Bandura (1989); the theory of discipline without stress by Marshall (2004); the discipline with dignity theory by Curwin and Mendler (1988); Dreikurs' social discipline model (1968); and Canter's assertive discipline theory (1992).

The philosophical underpinnings, hypotheses and comprehension of the responsibility and functions of education in these strategies differ deeply, as do their extent of completeness (Mohapi, 2013:21). Each one of those theories sheds light on a different aspect of authority to create an holistic picture of learner discipline. The theories are either cognitivist or behaviourist theories. Each one is critically analysed, categorised and used in this chapter. None of them is discarded out of hand as personal perspectives on discipline may differ and overlap. Analysis of those selected theories can assist in making sense of how teachers' perceptions and knowledge may differ with reference to learner behaviour management.

3.9.1 Cognitivism

Cognitivists attempt to understand what is occurring within the psyche of learner, while they are learning (Gage & German, 2014) and study the kinds of conduct that a learner displays when they engage with different school subjects or content. They place stress on the thinking methods of the learner. Cognitivists believe that learners arrange and rearrange information in finding answers to problems (Mohapi, 2013; Tuckman & Harper, 2016). Through this, they develop insight (Mohapi, 2013:34). Though there are many cognitivist theories, three of those (Glasser, Dreikurs and Marshall) are mentioned here as they focus specifically on learner conduct and behaviour.

3.9.1.1. William Glasser's choice theory (1998)

In 1985, Glasser developed a new philosophy, called the choice theory of discipline in which he contended that teenagers have five basic needs: survival, belonging and affection, power, freedom and fun (Belle, 2016). Glasser developed an instrument he called the theory of choice in his attempts to change and revitalise teaching in schools. He accepted that motivation determines a person's actions. He realised the need for motivating learners in school by involving them in decision-making about issues related to their behaviour (Aboluwadi, 2015). In a nutshell, every motivation is internal and not external, implying that it is cognitive in nature. There are five elements involved in Glasser's choice theory which are depicted in Figure 3.5.

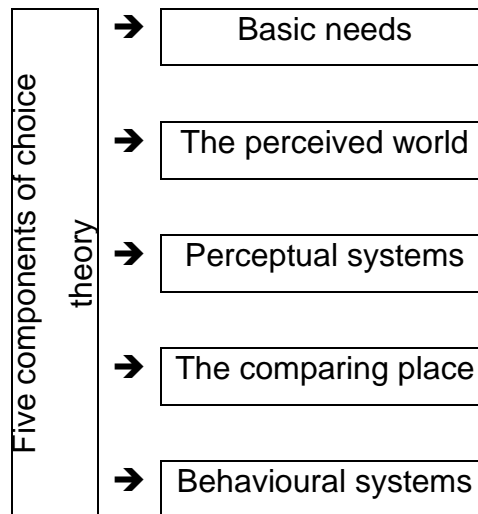


Figure 3.5 Five components of the theory of choice by Glasser

- Basic needs: the theory of choice is based on fundamental human needs: love, control, survival, competence, fun, power, belonging, and the freedom to choose what to do (Nene, 2013). Lawson (2015) emphasises when learners are encouraged, quality education occurs. In this vein, Belle (2016) argues that teachers ought to give encouragement and inspiration to learners to make the right choices, as an alternative to coercion, punishing or scolding the learners.
- The perceived world: learners encounter many problems in the education system that teachers must understand. This means that they need to see the problems from the learners' perspective in order to understand their behaviour (Semali & Vumilia, 2016).
- Perceptual system: We have a two-fold perceptual system, namely, "the world we all know" which relates to our understanding of the outside world and how we make sense of it; and "the world we all want" where people ascribed a value to what they know. We filter all this information through our value system and make decisions and choices based on those values. This is our "quality world picture" (Lloyd, 2015).
- The comparing place: As we experience life, we are constantly comparing what we want (our quality world pictures) with what we have (our perceived world). When the two match fairly well, we feel good (Bear, 2013). When they do not match, we become frustrated and react accordingly. Thus, learners may well react negatively in order to resolve their frustration with a situation at school, leading to disciplinary problems.

- Behavioural system: According to Mohapi (2013), behaviour is the product of frustration which leads to actions taken to get what we want. Anayo (2013) argues that learners should be educated about these needs as well as ways of positive ways of achieving them. In addition, the theory of choice is comparable to Maslow's hierarchy of needs, discussed earlier. Maslow considers that the need for satisfaction is the foundation of all human growth and motivation. The hierarchy of needs requires that the basic needs (such as food and shelter) are met before higher-level needs (such as belonging or self-actualisation) can be met (Nene, 2013).

Belle (2016) contends that when the theory of Glasser is used to exercise discipline in the classroom, learners choose to act the way they do; in other words, they are not compelled to do so. He portrays naughtiness as a bad option and proper behaviour as a good option and urges teachers to create classroom rules (and the consequences of contravening these rules) and to engage learners in this process. In support of Belle (2016), Mushaandja (2016) opined that there is a great need for motivating learners in school as well as involving them in decision-making about issues related to their discipline.

On the other hand, Amutenya (2016) voiced the opinion that is shared by a number of other authors (Botha, 2016; Belle, 2016; Mostert et al., 2018) urging teachers not to accept any justification for misbehaviour and stressing that they ought to see to it that learners experience the reasonable consequences, pleasant or unpleasant, of the decisions they make. Botha (2016) states that the theory of Glasser emphasises assisting learners to increase their individual accountability by developing an internal locus of control. Furthermore Pillay (2014) suggests that teachers' sole responsibility in discipline is to assist learners to make appropriate behaviour choices. Mohapi (2013) suggests that teachers should have meetings with their learners, which is currently integrated into almost all systems of discipline. The Glasser theory of learner behaviour is based on non-coercive discipline. The theory of choice posits that counselling and guidance are important implements in assisting learners to increase self-discipline. In support, Mushaandja (2016) established that learners in Zambia agreed that guidance and counselling assisted them in selecting appropriate behaviour.

Amutenya (2016) believed that through the choice theory, learners have to be allowed to discover ways of accomplishing self-actualisation, self-assurance and self-improvement to be capable of learning. Consequently, a mixture of stimulation and counselling approaches for learners might be suitable for difficult learners at school (Mostert et al., 2018). However, teachers regularly construe learner's efforts to obtain freedom from their frustrations as an insult. Furthermore, learners can be obsessed by the desire for pleasure, far more than guardians and teachers are regularly prepared to accept. Nevertheless, Glasser believes that fun is as necessary as any other need (Mwamwenda, 2018). Botha (2016) contends that learners have the choice to behave appropriately or not, and that no one can force them one way or the other. In addition, Hamm (2003) suggests that the solution to decreasing violence is to do what he believes can be done in every school, namely, to decrease the number of discontented learners.

In support of the views above, Kianipour and Hoseini (2015) argue that when learners are not inherently stimulated, they demonstrate inappropriate behaviour, and that they experience gratification when their fundamental wishes are met and experience aggravation when they are not met (Glasser, 1998) and that education which does not prioritise these needs will not be successful. Therefore, they show poor learner behaviour as soon as the five needs are not met (Belle, 2016). Glasser (in Belle, 2016) further stressed that if we do not focus on what learners need, we will keep on having difficulties in teaching. Glasser (2000) cautioned that when education is not enjoyable, and learners do not recognise the intention of education, they will misbehave. In the same vein, Zeeman (2016) argues that learners might also demonstrate unwanted behaviours if there is a lack of caring, persuading, paying attention, accommodating, believing and settling differences in relationships. He adds that the way the national curriculum is offered to the learners and the assessment techniques may influence the behaviour of the learners.

Glasser (1998) asserted that as soon as the school programmes is not valuable or important to the learners' well-being and the assessment of the learners' work is not done properly, learners may react negatively. Glasser (2001) is of the opinion that the way teachers teach may also influence learners' behaviour. In this regard, Mohapi (2013) observes that, when high school learners are not given the freedom to work collaboratively with their fellow learners, they may exhibit unwanted conduct.

The choice theory brings learners to a knowledge of their responsibility in making their own choices about their behaviour and ultimately to be accountable for their actions. The approach to managing learner behaviour centres not merely on ending inappropriate behaviour, however; it also explains the foundation for changing the behaviour including the possible use of castigation following the law or giving rewards (Glasser, 2009). In their research, Semali and Vumilia (2016) saw learner misconduct as a bad choice and suitable behaviour as an excellent alternative.

Glasser's choice theory presupposes that learners are expected to manage their own behaviour and have their own free will to do what they think is good for them without ignoring the rules that guide such choices. Mushaandja (2016) saw the value of applying the choice theory in the management of schools and decreasing learner disciplinary problems and improper conduct. Perhaps, the main manifested application of the choice theory in the Namibian education structure is the Ministry of Education, Arts and Culture's introduction of life skills in schools in which learners are given guidance on how to make good decisions. Life-skills teachers are teacher-therapists, who are required to give proper counselling to learners with special individual problems (Mushaandja, 2016; Zeeman, 2016). During counselling, learners are motivated to take accountability for their own behaviour and be able to control themselves.

3.9.1.1.1 The theory of choice critique

Teachers were initially taken with Glasser's ideas on classroom behaviour; but they were bewildered by the idea that learners should be educated to be accountable for their actions. They agreed that the teachers should instantly spot improper behaviour and be able to provide options for suitable behaviour in some circumstances (Mohapi, 2013). However, most teachers feel that there is not enough time to trial the agreed process with each learner who behaves badly, especially if the learner needs to be counselled often on making fruitful choices as Glasser advises. Additionally, teachers have found that learners get positive results from bad behaviour and so keep on misbehaving when they consider it appropriate to do so. The biggest drawback of Glasser's choice theory is understanding it. Overworked teachers do not immediately grasp it well enough to include it in their everyday instructions.

3.9.1.2 Dreikurs' (1968) social discipline model

Mohapi (2013) states that Dreikurs approached discipline from a cognitivist standpoint by asserting that conduct is articulated and directed towards an objective; i.e. the objective of appropriate behaviour. The theoretical basis of the model is the hypothesis that the human is acknowledged as a social being, his deeds are purposively focused toward an objective and his qualities are unique and inseparable (Yusuph, 2017). The basic belief underpinning this model is that learners wish to belong, to be acknowledged, and that they can choose how to behave. Dreikurs (2016) supported the idea of Mushaandja (2016) who perceived that the major goal (that of belonging) is an essential motivator of learner behaviour, and recognised the misguided goals (such as attention-seeking, gaining power and settling of scores) that learners turn to when they cannot reach the primary goal of belonging. Woolfolk (2018) suggests that discipline is not retribution but means supporting learners to develop themselves. Hence, discipline is the strength of mind centred on social interest. According to her, chastisement must not be used.

Given that societal belonging is regarded as imperative by the learners, their behaviour is self-determined by that goal. Dreikurs (2016) further believed that the family plays a key role in fulfilling the learners' need for societal belonging as well as proper learner behaviour which can only take place in a democratic setting.

Dreikurs (1968), who saw behaviour as the outcome of an individual's purpose, further emphasises that humans can not merely respond to forces that face them from the external world. The behaviour of human beings is a result of their own interpretation of the world and does not operate according to the reality that surrounds them; to a certain extent, they behave according to their subjective assessment of reality. Mohapi (2016) seems to agree with Dreikurs (1971), namely, that learner behaviours are focused on their objectives where people learn best through concrete experiences. Sadly, once circumstances are open to subjective, personal understandings, people will inevitably make mistakes in reaching the goal of belonging and getting the right of passage. In this regard, when a learner fails to get approval, then improper behaviour may be used to get what is needed. These observations are useful in clarifying various situations found amongst high school

learners who conduct them self poorly in the classroom to attract the teacher's attention or boost their popularity among other classmates (Brunette, 2018).

When probing the contributing factors to learner misbehaviours, four factors that make young people misbehave were identified by Dreikurs: attention getting, displaying inadequacy, power seeking and control and seeking for revenge. These are indicated in Figure 3.6.



Figure 3.6: Dreikurs' four types of goals that motivate learners' misbehaviour

- Getting attention: learners search for attention from fellow learners or teachers by displaying unruly behaviour like turning out the lights, playing music, disturbing others and talking to the wall, and once this does not succeed, they move on to more challenging behaviour such as seeking power and control (Koki, 2015).
- Seeking power and control: In this case, learners want change which offers a motivation or influence for some of them to misbehave. The learners only want their way and are often antagonistic in reaching their objectives (Semali & Vumilia, 2016).
- Seeking revenge: Some learners are in competition for power and when they lose, they feel hurt and want to strike back – often physically (Magwa & Ngara, 2014). Belle (2016) further states that once learners have failed to gain what they regard as due attention by authority (in this case, the teacher), their misguided aim becomes to seek revenge, and they think that they can feel more important

by repaying others in kind for hurting them. They might become unkind, brutal and aggressive.

- Displaying inadequacy: Some learners wrongly think that they cannot live up to their expectations and they do not try anything that might lead to disappointment. In class, they do not pay attention, and they cheat. This is called 'learned helplessness' by psychologists (Yusuph, 2017).

As Dreikurs suggests, every action of the learners is based on the principle that they are looking for a place in the group. On the one hand, a well-attuned learner will obey the rules of the group by making important contributions, and a learner, who behaves badly, on the other hand, will disobey the needs of the group which are required to maintain the status quo. Mwamwenda (2018) argues that the goal clarifies why learners display a deficiency in discipline, namely, seeking attention, seeking power and control, seeking revenge and displaying inadequacy. These goals are characterised as mistaken because the learner seeks a place of being special, rather than of belonging and contributing as an equal member of the group (Bear, 2013). Learners regard consideration as essential for self-worth. They need to feel capable of completing tasks and to have reassurance of belonging which they believe that they get from their relationships with the teachers and other learners (Belle, 2018). The best way of getting attention is by disobeying (Mohapi, 2013). They may disturb the class, ask individual favours, decline to work unless the teacher hovers over them, show off, frequently ask questions, act tough and indulge in minor misbehaviour. Otherwise, because they may believe that they are totally valueless, and they are not loved, they may withdraw and display failure hoping that others will leave them alone (Van Wyk, 2014). Dreikurs (1971) supported this view and claimed the main strategy to correct learner misbehaviour lies in investigating what is stimulating the learner behaviour. He asserts that learners should be held accountable for their actions or choices.

- Mohapi (2013) states that learners may also consider that to be in charge of others enhances feeling of self-worth and in order to accomplish their goals, they show their power and dominance. A desire for power is articulated by quarrelling, opposition, deceitfulness, anger, defiance and bullying. In addition, as Amutenya (2016) states, learners disobey since they gain liberty without learning a

complementary sense of responsibility. Furthermore, they regard it as a success not to be accepted (Koki, 2015). Mwamwenda (2018) maintains that learners must be given an opportunity to make their own choices, being totally aware of the consequence of their choice. The consequences must be sensibly linked to the correctness or incorrectness of the choice.

The power of the Dreikurs' model lies in the application of a set of coherent principles; in this respect, it is comparable to the theories of Glasser and Canter. Mohapi (2013: 39) explained that the choices of behaviour must be linked to the consistent consequences for their conduct which the learners must acknowledge. The wrong goals are hierarchical, and learners demonstrate misbehaviour as they make errors in their decisions and conducts. Belle (2016) postulates that learners choose to be bad because they wrongly believe that it will get them the acknowledgement they are looking for. Learners think that misconduct encourages others in a group to accept them. However, when they do not succeed in this, they are disheartened and the misconduct may become worse (Lyons, Ford & Arthur-Kelly, 2014). Belle (2016) argues that, if they do not have suitable alternatives to meet their desires, learners misbehave. Furthermore, according to Dreikurs (1971), democratic procedures ought to be followed that permit learners to contribute to the formulating of the rules for the classroom conduct. Once the rules are set up, the consequences of obeying or defying them are clearly established and there can be no arguments about them.

Dreikurs is of the view that each learner can find their place in life without major input from adults (Mohapi, 2013:39). Dreikurs believed that the best behavioural specialist is the teacher, because that they have the intellectual skills to transform learners' behaviour. As Dreikurs argued, teachers as well as learners must work together to draft the rules for classroom conduct together with the consequences for obeying or disobeying them – in other words, there should be rewards as well as punishment.

3.9.1.2.1 Principles of Dreikurs' social discipline model

After analysing Dreikurs' findings, Mushaandja (2016) concluded that discipline is not a punishment but is rather a means to assist learners to improve their behaviour. Dreikurs emphasised proper alternatives and that indicated that the responsibilities for individual actions are learned by means of modelling the normal behavioural

choice. It is significant that the child should be requested to choose between behaving in the correct manner or continuing with bad behaviour, which will be followed by adverse consequences. In support of Mushaandja (2016), Mwamwenda (2018) emphasises self-efficacy where learners must feel capable of completing tasks, have a sense of belonging and believe that they can connect with the teachers and other learners.

It is argued that the success of Dreikurs ideas in the classroom depends on how well the teachers are able to determine the motives underlying the learner misconduct. This is consistent with Dreikurs (2016), who argued that improper analysis might demoralise learners' confidence in the teacher and lead to a more problematic situation.

Antonio (2017) identified natural consequences which are the result of learners' behaviour and are not influenced by the teacher or logical consequences for good or bad behaviour. Steere (2018) supported the view and advocates that consequences must be in proportion to the misbehaviour and that safety and a dangerous situation may merit the use of logical consequences. This view is affirmed by Mohapi (2013) who states that logical consequences work best when the learners' goal is seeking attention. In this regard, a number of more specific suggestions on how teachers should interact with learners are provided by Dreikurs who stresses that teachers must not use punishment and that they must avoid over-using praise, which, in his view, makes learners dependent on a teacher's reaction. Instead of praise, Dreikurs is of the view that teachers could use encouragement.

Mostert et al. (2018) states that praise by nature is directed at what the learner does or can do. Emphasising that, instead of saying "you can certainly play the piano well," an enlightened teacher would say "I notice a great deal of improvement" or "I can see you enjoy playing very much." Dreikurs (2016) focused on the concept of encouragement in the way teachers should speak with the learners by making the following suggestions: assist learners with how to learn from their mistakes; motivate learners to strive for improvement and not perfection; emphasise a learner's strengths while deemphasising weaknesses; never be negative; and always speak to learners in a positive way. Brunette (2018) elaborated on Dreikurs' (2016) positive suggestions by claiming that teachers should let the learners know that they have

faith in them; motivating learners to assist one another; indicating to learners that in learning mistakes are valuable; encouraging the assumption of responsibility and independence; showing pride in your learners' work by displaying and sharing this with others; and being optimistic and enthusiastic because a positive outlook is contagious. Likewise, Mohapi (2013:40) encouraged teachers to employ encouraging remarks such as 'You have improved,' 'Can I assist you?' or 'What did you learn from that mistake?'

3.9.1.3 The theory of discipline without stress, punishment or reward by Marshall (2004)

One of the theories employed by the researcher is that of Marvin Marshall. His theory of learner management is known as "discipline without stress, punishment or reward" which was established through his personal experience as a classroom teacher. His administrative and instructional experience assisted him to know and understand what was required by teachers in learner behaviour management. He opined that teachers require a system of classroom management and not a group of disjointed strategies. He contended that proper management of classroom is viewed as a talent which only some teachers have.

Marshall (2012) further suggested that even those teachers who are talented require a systematic plan to meet the needs of our current diversity of learners. Teachers need to create a conducive classroom environment where proper instructions and education can take place. In support of Marshall (2012), Brunette (2018) states that, in the past, children received proper teaching at home on social skills whereas, today, individuals need to be successful in the classroom and society, However, nowadays learners do not all receive such training at home. In this regard, it becomes the responsibility of teacher to impart social skills to learners. Marshall's idea was that efforts of school administrators and teachers to encourage learners by advising, rewarding, demanding, cajoling and punishing them were seen as external strategies which would not assist learners to become responsible. In this regard, learners only obey teachers and rules well when an authority figure is with them. Thus, learners lack the skills to be responsible for their behaviour without an external influence.

On the other hand, Woolfolk (2018) believed that the actual authority of teacher lies in what the learners do when their teacher is not present. For this reason, the actual purpose of the discipline model of Marshall is to instil in learners the necessary skills to enable them to be responsible both in school and out of school (Marshall, 2012). Anayo (2014) maintains that the old-style method of disciplining which included giving rewards when learners complied, punishing them when they disobeyed and administering the consequences was forced and manipulative. According to Mushaandja (2016), punishment and reward teach learners not to be responsible for their own actions and the decisions they make. Mushaandja (2016) supported Marshall's (2012) view in rejecting the idea of providing learners with rewards as this teaches learners that responsible behaviour on its own is not good for its own sake. He believes that the focus of this theory on learner behaviour management is an interior motivation which he regards as the key to altering the behaviour. To assist the learners, shifts in behaviour that are based on personal desire and targets for behaviour based on increasing social responsibility, Marshall (2012) developed a social development hierarchy which is a method of explaining social behaviour of humans in simple terms that everyone can understand. The Hierarchy is founded on the A-B-C-D of the social development where Anarchy = A; Bullying or bothering = B; Conformity = C and Democracy = D. Level A is the least desirable level which is indicated in Table 3.1 below.

Table 3.1: Marshall's hierarchy of social development

Level D	Democracy	Learners display compassion to others, develop self-reliance, do good because It is the right thing to do and develop self-discipline. Motivation is internal
Level C	Cooperation/Conformity	Learners listen, do what is expected, comply and are considerate. Motivation is external
Level B	Bullying /Bothering	Learners boss others, bother others, break classroom rules, and respond to power. Motivation is external
Level A	Anarchy	Learners' behaviour is noisy, out of control and unsafe. Motivation is external

Note: level A is unacceptable; B is somewhat acceptable while C and D are acceptable.

Source: Adapted from Marshall (2012:161)

- Anarchy – this is the first and lowest level of Marshall's hierarchy. It is the least desired social behaviour. Classes or schools operating at this level experience

social disorder. Learners fail to follow commands, they are noisy, and they move around without permission. Teachers who are found in a class operating at this level are regarded as unprepared and they lack the will needed to get the classroom in order. In this regard, temporary teachers and learner teachers may sometimes lack control of learners who are looking for authority from the adults, leading to chaos in classroom if they are not able to take charge of it.

- Bullying – this is the second level of Marshall’s social development hierarchy. It is at this stage that learners bully other learners and, in some cases, their teachers. Such learners make up their own rules and boss others and violate their rights. They only obey when there is an authority figure around (Mohapi, 2013). Anayo (2014) is of the view that such reckless and offensive behaviours are repeated to assist or help learners who bully others. This view is supported by Marshall (2004) who advises teachers not to tag or call a learner a “bully”; consequently, teachers must focus on the behaviour of learners and not the character of the learner, and teachers should identify the behaviour as “bullying or bothering behaviour” and assist learners to take the responsibility for their actions.
- Co-operation or conformity – this is the third level of the behaviour where behaviour is acceptable. When learners cooperate and conform to the guidelines and rules, it helps the classroom to be functional and conducive to learning. In this regard, learners become more connected to their teachers and to one another. Woolfolk (2018) is of the view that conformity happens when learners accept external influences such as expected standards of behaviour. As conformity is a result of outside influence, it is not the highest level of the hierarchy. When learners are looking for approval of friends, they may develop bad behaviour by conforming to their peers’ standards of behaviour. Marshall (2012) pointed out that it is essential to help learners at this level to understand that their behaviour is controlled or influenced by external factors. This helps them to gain freedom. Through awareness and discussions about the impact of allowing others to influence their decisions, adolescents can resist socially irresponsible acts.
- Democracy – Democracy is the fourth and highest level of Marshall’s hierarchy of social development. The Namibian government introduced four major goals in education of which the fourth goal is democracy (Lilemba, 2018). At this stage, learners are capable of distinguishing between right and wrong. At this stage,

learners grow and improve values that initiate their becoming civilised. Hamm (2003) states that it is vital for learners to learn about democratic principles and their application in real life so that when they become adults, they will be able to act in a democratic society like Namibia. Mushaandja (2016) argued that if learners are taught about democratic principles from an early age, they will grow in democracy, and in turn will practise it and teach it to their children and learners. Brunette (2018) suggests that democratic practices in the school system should be linked to dialogue and the learner-centred approach to teaching and learning. In this regard, they will adopt morals and take responsibility for their own behaviour. Learners feel self-motivated and no longer rely on outside motivators to influence their behaviour. They feel pleased not with gift or praise but from self-satisfaction when they act responsibly.

The strength of the Marshall's theory is that it emphasises self-discipline and personal responsibility. In this regard, teachers and school managers value these a great deal (Gevirtz, 2012). Since it aims at teaching learners to have self-discipline, its use in disciplining learners extends beyond classroom level because learners they can control themselves wherever they are. Therefore, this theory is appropriate for general school discipline. In this regard, teachers should find it easy to use since it follows the pattern of normal classroom teaching. The application of the theory of discipline without stress, punishment or reward by Marshall assisted the researcher to determine whether teachers are able to employ strategies embedded in the curriculum that help learners in thinking about their behaviour, taking responsibility for their choice of behaviour and being self-driven to behave well. According to Marshall (2004), there are three phases of discipline without stress, punishment or reward as indicated in Figure 3.7.

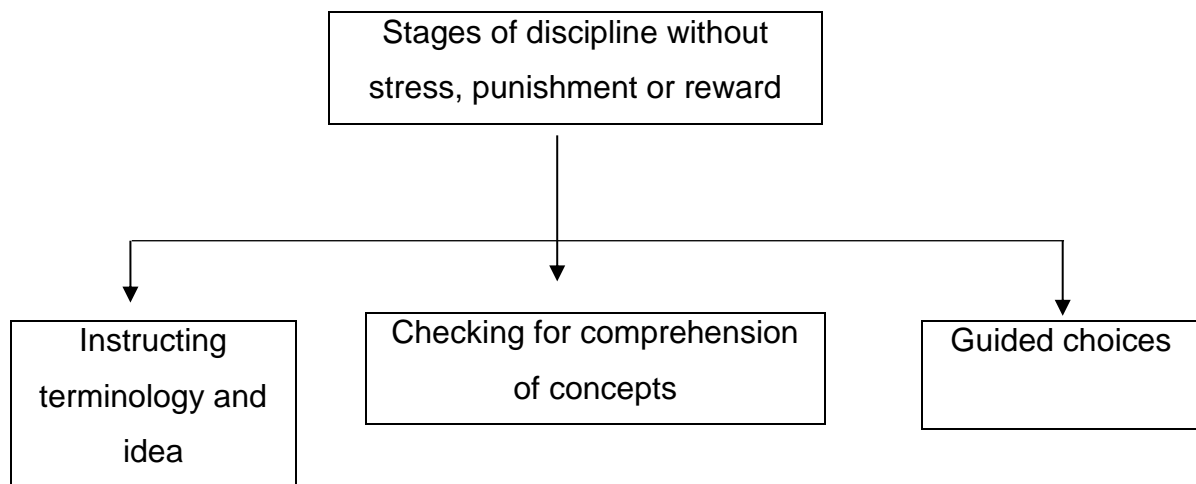


Figure 3.7: The three stages of Marshall's theory

- Instructing terminology and idea – this includes teaching learners the levels of hierarchy of social development. Marshall (2012) advises that the way in which the terminology is taught will depend on the age of the learners, their maturity level and the subject matter. Throughout this time of instructing the concepts and terminology, teachers must include learners in activities in which they are capable of relating their own skills to the various levels of the hierarchy and construct examples of each level specific to their situation.
- Checking for comprehension – at this point the teacher uses suitable questions to check if learners can understand the concept. In this regard, it is also significant to use real-life situations of learners to test if they really understand what was taught. If any event happens in class/school, it is good to relate them to the levels of the hierarchy. Checking for comprehension is applied as an intervention for learners who are still at levels A or B. When a learner demonstrates socially undesirable behaviour, the teacher should pay attention to such behaviour and through the use of proximity control and non-verbal means, help the learners to begin to pay attention to their deeds. If the unwanted behaviour continues, the teacher then will then use questions to check for comprehension.

The quintessence of this is to guide learners in acknowledging the level of behaviour they are at. The dialogue should not be confrontational. Marshall (2004) notes that many learners lack understanding of why they behave the way they do. Therefore, it becomes important that teachers take enough time to teach the concepts and vocabulary of the social development hierarchy. Thus, the

second element of checking for understanding is required only for few learners. He also notes that once learners acknowledge the level of behaviour, it helps them to stop the behaviour.

- The guided choices concept means that choice, self-control and responsibility go together and that one significantly affects the others. In this regard, self-control is enhanced or diminished depending on the capability of the learner to make a choice or not. The guided choice is designed by Marshall to provide choice to learners and to foster responsible behaviour. By using guided choices, the teacher maintains authority without being confrontational. In this regard, the teachers must support the rights of the learners and acknowledge that they can make their own choices. Therefore, the teacher should avoid confrontation at any time. Guided choices are meant to be used when learners have acknowledged that their behaviour is at the A and B level of the social development hierarchy and yet they continue with such behaviour. At this level, learners not only understand the level of their behaviour but are asked to move further to evaluate the choices they are making. At this stage, the teacher uses questioning as a strategy to offer choices to learners. Such questions include: “What did I do?”; “What can I do to prevent it from happening?”; and “What will I do in the future?” These questions help learners to reflect on and think about their conduct and it helps them to make future plans on how to avoid such misconduct.

Anayo (2014) maintains that guided choices achieve certain goals: (a) it assists to eradicate disruption in the classroom; (b) it segregates the learner from the classroom or school activity; (c) it provides the unruly learner with an activity to motivate reflection; and (d) it enables the teacher to promptly return to the lesson.

3.9.1.3.1 Eliminating punishment

Marshall promotes non-punishment of learners since he believes that punishment is counterproductive to a teacher/learner relationship (Weisner, 2014).

Punishment robs young people of taking responsibility for their own actions which, according to Marshall (2012), and is only a temporary measure. Marshall (2004) maintains that classroom disruptions must be used as an opportunity to teach learners social responsibility.

To promote a positive classroom environment, Marshall (1998) suggested four strategies to complement discipline without stress, punishment or rewards. Teachers should evaluate their instruction; conduct class meetings to promote democracy in the classroom; identify standards for appropriate behaviour; and use praise and rewards appropriately.

- To identify standards for appropriate behaviour, Marshall (2004) maintains that the use of rules and consequences are counterproductive: to producing the type of relationship desired in the classroom. He suggests that rules can actually create problems if they are unclear and are perceived as unfair or inconsistently enforced, arguing that rules can cause learners to look for loopholes around the rules and rules require consequences, for when the rules are broken. Marshall advocated for a proactive approach which could replace rules and consequences. This involves explaining standards and expectations as they cannot be a positive orientation. Thus, if emphasis is laid on standards it subsumes negativities that are always emphasised using rules and consequences.
- Using praise and reward appropriately: In this regard, Marshall agrees that rewards can serve as great incentives, but he stressed that they should not be used for expected standards of behaviour because this is counterproductive to fostering social responsibility. He instead advocates the use of acknowledgement, recognition and validation as they encourage and motivate without placing a value on the person. Acknowledgement fosters self-satisfaction because they give recognition to what the learner has done well.

This theory of discipline without stress, punishment or reward by Marshall is one of the most recent theories on school discipline and most parts of Namibian disciplinary policy are in line with the philosophy of Marvin Marshall. The researcher planned to work with this philosophy to see if secondary schoolteachers in the Hardap region could follow the policy documents in their strategy for learner discipline management.

3.9.1.3.2 Critique of Marshall's theory

The emphasis on the use of standards and expectations over rules causes concern for many teachers. They argue that learners need to know and understand that there are natural consequences in breaking rules even in the wider society (Gevirtz, 2012).

Marshall disregarded the aspect of underlying causes of learners' behaviour in maintaining that learners choose to act or respond in certain ways. He ignores the fact that some learners act out of some underlying facts such as drug abuse, child abuse, malnourishment and rejection, insecurity, effects of violence in the family and loneliness or emotional distress. Bullying which is the second level is a distinct behaviour and an issue of great concern to parents, teachers and administrators. This theory is used to refer to a wide variety of misconduct and disruptive acts. Critics suggested that such vocabulary be replaced by a better term such as behaviour problem or controlling behaviour (Anayo, 2014).

3.9.2 Behaviourist Theories

Over the past years, the management of learner behaviour has been of great concern to teachers around the globe. Because of this, many behaviour management theories and programmes have emerged (Charles, 2014). Anayo (2014) states that the process that brings about alteration in behaviour has led many scholars to study human behaviour from a behaviourist perspective. On the other hand, Mwamwenda (2015) states that behaviourists believe that when teachers' pay attention to learners with proper behaviour, this will assist in reinforcing those kinds of behaviour and this can also occur when one pays attention to improper behaviour. Woolfolk (2018) claimed that the learners that misbehave are looking for the reward of attention from their teachers which has motivated many behaviourist theorists. Mischel (2018) argues that a teacher who fails to properly pay attention to such

improper behaviours fails if they reward such learners. If improper behaviour is not rewarded, this will eventually lead learner to start realising that they will not get the attention they want or expect from the teacher. Santrock (2017) suggests that behaviourists on the other hand believe that learner's behaviour can only change through developing a positive self-image and attitude which is only possible with positive reinforcement. Brunette (2018) expressed a concern that the inundation of behaviourist theories in the American school system led to a breakdown in learner discipline when they discovered that there were few consequences for bad behaviour. Learners also became relatively immune to any form of severe consequences and respect for schoolteachers was suddenly lost. Mushaandja (2016) stresses that learners laugh at teachers when they try to manage learner behaviour in their classrooms as a way to provoke them to anger. There are many behaviourist theories of discipline. In this study the following are included: Bandura's social learning theory, the assertive theory of Canter and the model of 'discipline with dignity' by Curwin and Mendler.

3.9.2.1 Application of Bandura's social learning theory

The social learning theory of Albert Bandura is one of the theories employed in this inquiry. Although Bandura is not the only social psychologist to have addressed the topic of social learning, he played a leading role in this field of human behaviour (Lindgren & Suter, 2015). Over 30 years ago, the outmoded behavioural views of learning were noted by Bandura as imperfect because only a partial explanation of learning was given and essential elements were overlooked, including social influences. In this regard, the initial basis of learning was grounded in the behavioural principles of punishment and reinforcement, but Bandura added that learning happened by observing and imitating others. Hence, this expanded view was labelled as social learning theory (Bandura, 2017) and it was considered a neo-behavioural approach. Social learning, according to Hill (2016), is devoted to as observational/model or imitation learning. The theory is called social learning primarily because it is based on what a child/learner learns in his/her environment as he/she interacts and observes others. Schunk (2018) explained that social knowledge directs a person's behaviour so that it is in accordance with societal norms, values and beliefs, thus enabling the person to adjust successfully to society. He adds that such learning assists a person in becoming socialised so that what they

do is congruent with the norms and expectations of his/her society. Mwamwenda's (2018) description of social learning provided us with a clear picture of how social learning occurs:

Learning through observing is on-going and continuous. In this regard, learners learn behaviour, consciously and unconsciously almost every day by watching their parents, teachers, friends and others. At most every action of a teacher or parents in the presence of the child, therefore, has the potential of being modelled. Teachers can capitalise on this continuous modelling process by making every effort to be appropriate role models. As Bandura held, comportment can be learned without necessarily being engaged in it, and that such behaviour need not receive direct reinforcement to be sustained. This, according to Mwamwenda (2018), is referred to as vicarious reinforcement. Bandura (2017) stressed that learning behaviour takes place on the basis of observation of what others do and the consequences of their behaviour. For example, recently a female learner at one of the secondary schools in Namibia was caught smoking marijuana in the school toilet; when asked why she was doing this, she told her teachers that her father also smoked marijuana, and she just wanted to find out what it felt like.

The theory of Bandura is used in this inquiry to look at how the interaction of parents or participant teachers and their environment affect the behaviour of their children/learners. Therefore, Woolfolk (2018) stated that the theory of Bandura on social learning emphasises learning that occurs within a social context. In this regard, the perspectives of Bandura regarding social learning theory have provided a wider explanation for both improper as well as proper behavioural outcomes. The researcher chose to use the theory of social learning in his inquiry since the situation looks at the system and the settings within which a teacher develops and works. Mohapi (2013) suggested that when you reward a person/learner for modelling the other person's behaviour social learning is said to have occurred. Bergan and Dunn (2017) and Bandura (2015) appear to agree with Mohapi (2013) who also simply mention that through observing what other people do and imitating them social learning occurs. On the other hand, Mushaandja (2018) argues that the learners/children's behaviour as held by social learning theory is not influenced by psychological or cognitive factors alone but environmental factors as well.

This view is supported by the research of Woolfolk (2018) who found that social learning was influenced by the process of interaction between the children's cognitive development, their attitude and their environment. In this vein, Bandura (2018) argues that, if individuals have to merely depend on the effects of their own actions to inform them what to do, then education might be exceedingly laborious if not hazardous. Fortunately, the behaviour of most humans is learned by observing and modelling. Therefore, through observing other people, a person may have a clear picture on new behaviours where the new knowledge learned would serve as a guide for his/her actions. However, Mwamwenda (2018) advised people not to imitate the model they observe, but rather to focus on important characteristics and try to create/build proper behaviours that allow them to go beyond and not simply repeat what they have seen. In view of all the above, it is considered by many that teachers can use social learning by being models for their learners and can influence learners' behaviour by using a few of them as models for the rest. Learning by observing and imitating others (models) are a very efficient method of learning and an effective method of teaching (Davis, 2018). Having discussed the social learning theory of Albert Bandura through observational learning, I now move on to the next section to address the factors facilitating social learning.

3.9.2.2 Factors facilitating social learning:

There are several of factors that are useful in promoting social learning. Some of these are noted by Bandura (2018) as paying attention, memory, motor reproduction process, and motivational process. These are indicated in Figure 3.8 and discussed below.

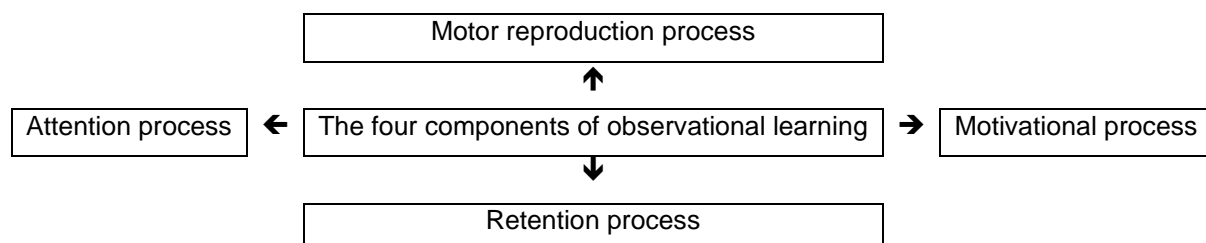


Figure 3.8: Components of observational learning

Source: Adapted from Memela (2013:27).

- Paying attention: Bandura (2018) points out that what is important in social learning is to pay attention to a model. The emphasis is on deliberate and

calculated attention which will lead to maximum learning, although this does not mean that learning cannot occur, to a lesser degree, on the basis of incidental or subconscious attention. In a classroom situation, according to Mwamwenda (2018), the important factor is attention. Learners will have to pay adequate attention to what the teacher says and does in order to understand what is being taught. Schunk (2018) contends that, to learn through observation, people have to pay attention while Woolfolk (2018) cautions teachers to ensure the attention of learners is directed towards the critical features of the lesson by giving clear demonstrations and stressing important points.

- **Memory:** In addition to paying attention, what is being observed must be processed into short-term and long-term memory and once it is stored in memory, the learner will have no problem retrieving such skills or information whenever the need to use them arises. According to Mwamwenda (2018), the purpose of observation is that the observer should be able to reproduce the behaviour displayed by the model. Lilemba (2015), in support, states that this can only be done successfully if the model is watched carefully and if the observation is successfully processed in one's memory. Memela (2013) cautions that unless the observer can remember what he/she observed, it will not be possible to reproduce the observed behaviour.
- **Motor reproduction skills:** Bandura (2018) proposes that an act can be applied and practised after being observed if the learner is potentially able to apply and practise it. In Bandura's view, in some cases, mere rehearsal may not be adequate to reproduce an observed behaviour, and practice may be necessary. This may hold true for activities such as driving, typing, stick-fighting, drawing and learning to read and write. In this regard, Mwamwenda (2018) is of the view that for an observed behaviour to be reproduced perfectly, practice is imperative. This view is supported by Santrock (2017) who stated sometimes, people require a great deal of rehearsal, response, and teaching about subtle points before we can reproduce the behaviour of the model. For example, Brunette (2018) states that, if learners are being taught how to pronounce words in a foreign language, the teacher should demonstrate how such words are pronounced. Equally importantly, learners must be made to pronounce such words as often as required to master the pronunciation. The same applies to any other body of skills or information which learners are required to master. The view above is affirmed

by Woolfolk (2018) who explains that in the creation phase, 'practice makes perfect'.

- Motivation and reinforcement: As mentioned earlier, social learning theory distinguishes between acquisitions and performance. According to Schunk (2018), people can acquire a new skill or behaviour through observation, but they may not perform that behaviour until there is some motivation to do so. In this view, reinforcement can play numerous roles in observational learning. Woolfolk (2018) states that, when people anticipate being rewarded for imitating the actions of a model, we may be more motivated to pay attention, remember, and reproduce the behaviour. In addition, reinforcement is important in motivating learning. In this regard, an individual who attempts the new behaviour is unlikely to persist without reinforcement (Ollendick, Daley & Shapiro, 2016); for instance, if an unknown learner adopted the dress of the "in group" but was ignored or ridiculed, it is unlikely that the imitation would continue. According to Mwamwenda (2018), learning in the classroom or elsewhere occurs in response to reinforcement. Hill (2016) is of the view that whenever learners display socially or academically desirable behaviour, it should be followed by reinforcement. This will encourage the learners concerned to maintain the reinforced behaviour and will motivate other learners to display similar behaviour since they are vicariously reinforced. This view is supported by Brunette (2018) who emphasises that when persons can learn by watching, they must be focusing their attention, constructing images, remembering, analysing, and making decisions that affect learning. Thus, much is going on mentally before performance and reinforcement can even take place.

3.9.2.3 Self-efficacy theory

Bandura (2015) proposed that predictions about possible outcomes of behaviour are critical for learners because they affect motivation. Self-efficacy is defined as a belief in one's capability to organise and execute the courses of action required producing (Woolfolk, 2018). On the other hand, self-efficacy is described by Boeree (2006) to be the individual's sense of being able to deal effectively with a task. Self-efficacy is a judgement that learners make about their ability to accomplish a specific task (Alderman, 2018). On the other hand, Foster (2017) refers to self-efficacy as the knowledge of one's own ability to successfully accomplish a particular task with no

need for comparison with others' ability; i.e., the question is "Can I do it?" not "Are others better than I am?" Similarly, Pojares (2017) views it as the future oriented, context-specific assessment of competence to perform a specific task. In this regard, Mostert et al. (2018) suggest two important aspects of self-efficacy: being in possession of the knowledge and skills to carry out a certain task and using such skill under a variety of circumstance. From these aspects stem two types of expectancies; these are the outcome expectancy, where what a learner expects to achieve follows their involvement in a task and the self-efficacy, where a person evaluates their capability to carry out a given task; i.e., this usually follows what they expected to achieve under the outcome expectancy. Of the two types, self-efficacy is crucial for a person to achieve success. Therefore, Mwamwenda (2017) states that the key factors affecting motivation in areas ranging from academic tasks to career choices and athletic performance are self-efficacy judgements. According to Bandura, self-efficacy assists in two major ways: it ascertains which activities a person is willing to engage in as well as those they are unwilling to engage in; and it determines how much effort a person is willing to exert, and how much persistence they are prepared to exercise.

The trend is for people to pursue a task for which they believe they need the required skills and to abandon a task which they believe requires more than they can achieve. However, it is relevant to point out that the individual's belief (self-efficacy) in their ability has more determining and predicting power than their actual ability. These views above are affirmed by Bong and Skaalvik (2003) who viewed self-efficacy as a key person/cognitive factor in learners' achievement.

3.9.2.3.1 The Teachers' sense of efficacy

According to Pintrich and Schunk (2017), the teachers' sense of efficacy is the level at which teachers believe they can reach even difficult learners to help them learn and this appears to be one of the few personal characteristics of teachers that are correlated with learner achievement. Mushaandja (2016) opined that the theory of self-efficacy predicts that teachers with a high level of self-efficacy work harder and persist longer even when learners are difficult to teach because these teachers believe in themselves and in their learners adding that they are less likely to experience burnout. This view is supported by the study of Woolfolk (2015) who

established that prospective teachers tend to increase in their personal sense of efficacy because of completing their training. In this regard, Copa (2015) stresses that the sense of self-efficacy may drop during the first year of teaching, perhaps because the support that was there for them during student teaching is gone. On the other hand, Fives, Hamman and Olivarez (2015) found that the teachers' sense of efficacy is higher in schools where the other teachers and administrators have high expectations for learners and where teachers receive help from their principals in solving instructional and management problems.

Another important conclusion from their study is that efficacy grows from real success with learners not just from the moral support or motivation of superiors and colleagues. In this regard, as Hoy and Woolfolk (2018) explain that experience or training that helps a person to succeed in the day-to-day tasks of teaching will give that person (teacher) a foundation for developing a sense of efficacy in his/her career. Burke-Spero and Hoy (2016) are of the view that confident teachers probably set higher goals, work harder, re-teach when necessary, and persist in the face of problems. However, it is argued that a number of benefits might follow from having doubts about your efficacy. For example, Wheatley (2018) argues that doubt could foster reflection, motivation to learn, greater responsiveness to diversity, productive collaboration, and the kind of disequilibrium within someone that motivates change. I accept as true that a sense of self-efficacy is essential in managing learners, but it is also true that persistent high efficacy perceptions that do not play out in practice can produce avoidance rather than action.

3.9.2.3.2 Learner self-efficacy

According to Bandura (2016), learners have self-efficacy if they believe in their capability to engage in certain tasks successfully. It serves as a driving force in ensuring that tasks in which they are engaged are successfully accomplished. Learners' self-efficacy is influenced by previous success in a given task: This plays a decisive role in subsequent tasks.

Social models are strengthened by a person's belief that if people with whom they have a lot in common can accomplish certain tasks, then there is no reason why they cannot successfully do the same, and the opinion of others is what others think about a person and their capability is important in the fostering of self-efficacy. In this

view, Woolfolk (2018) believes that people are often driven to engage in certain tasks because of the positive view that others have of them. This view is affirmed by Mwamwenda (2018) who explained by emphasising that many people with little special interest in leadership positions have assumed such offices with considerable success in the strength of others' opinions of and high regard for them.

3.9.2.3.3 Self-efficacy sources

For Bandura, efficacy has four sources: Mastery experiences; Physiological and Emotional arousal; vicarious experiences; and Social persuasion as indicated in Figure 3.9 below:

Mastery experiences	↗ → ↘	Mastery desensitisation Mastery exposure Self-instructed mastery
Explicit understanding	↗ → ↘	Participant modelling Modelling alive Emblematic modelling
Social persuasion	↗ → ↘	Suggestion Exhortation Self-instruction Interpretive treatments
Physiological and emotional arousal	↗ → ↘	Attribution Relaxation; bio feedback Symbolic desensitisation Symbolic exposure

Figure 3.9: Self-efficacy expectations sources

Source: Adapted from Bandura (2018)

- **Mastery experiences:** According to Bandura (2018), these familiarities are our own direct experiences which are regarded as the most powerful source of efficacy information. This base of useful information is particularly powerful because it is founded on individual mastery anticipation; frequent breakdown worsens them, mainly if problems arise before the beginning of the course of events. After resilience is developed by means of frequent success, the impact of disappointment is likely to be reduced. In this regard, Woolfolk (2018) is of the view that efficacy beliefs are raised by success while efficacy are reduced by failures. Mwamwenda (2018) argues that the way self-efficacy is affected will depend on the interpretation of the arousal and its intensity.

- Vicarious experiences: A person does not depend on knowledgeable mastery as the only basis of information regarding their intensity of self-efficacy. Numerous behaviours are copied from shocking incidents. In this regard, the more learners identify themselves closely with the model, the greater the impact on self-efficacy will be. When the model performs well, the learners' efficacy is enhanced, but when the model performs poorly, efficacy expectations decrease. Even though mastery understanding is commonly accepted as the most dominant cause of efficacy thinking in mature people, (Elrich & Russ-Eff, 2016) established that learners depend on models; for instance, a basis of self-efficacy information.
- Social persuasion: When attempting to control human actions, social persuasion is generally used because it is easy. Social influence could be by means of gossip or specific performance feedback. In this regard, individuals can be directed, through suggestion, into believing that they can cope successfully with what has overwhelmed them in the past. Efficacy expectations included in this manner are also likely to be weaker than those arising from one's own accomplishments because they do not provide an authentic experiential base for them (Bandura, 2012). Woolfolk (2015) argues that social influence alone cannot form lasting increases in self-efficacy, but a boost in self-efficacy can lead a learner to try, attempt new strategies, or try harder to succeed. Social persuasion can counter occasional setbacks that might have instilled self-doubt and interrupted persistence. The potency of the influence depends on the reliability, dependability and capability of the persuader (Cherry, 2017).
- Physiological and emotive arousal: This refers to the physical and psychological reactions that cause a person to feel alert, excited or tense. In this regard, Mwamwenda (2018) is of the view that worrying and challenging circumstances often bring out negative reactions and this will depend on the circumstances that may have educational worth concerning individual competency. Hence, arousal of emotions is another source of information that can affect perceived self-efficacy in deal with frightening situations. In the same vein, Cherry (2018) describes stimulation as a corporal and psychological reactions causing a person to feel attentive, thrilled or anxious. Bandura (2017) states that individuals depend partially on their physiological arousal in judging their concern and susceptibility to stress.

Since high arousal usually weakens performance, individuals are more likely to expect success when they are not subject to aversive stimulation than if they are anxious and highly agitated (Bandura, 2017). A reduction in sensitive arousal can reduce avoidance behaviour, but different theories posit different explanatory mechanisms for the observed effects. In the theory from which the emotive treatments are derived, emotional arousal is conceived of as a drive that activates avoidance behaviour. Researchers have attempted to modify avoidance behaviour by directly manipulating the sources of emotional arousal (Santrock, 2018).

Misattribution of emotional arousal is a new aspect of the attribution strategy to change fearful behaviour. The approach is to guide worried individuals into believing that their emotional arousal has a non-emotional basis. To the degree that they no longer label their disturbed state as anxiety, they will behave more boldly, and it may be possible to reduce mild fears by this means (Cherry, 2015); however, people who are over-anxious are not simply steered into misattributing their anxiety to irrelevant sources (Bandura, 2015). Moreover, misattributing stimulation or redirecting the person's attention to false sources is unlikely to be of much help to the highly anxious.

3.9.2.3 Canter's Assertive Discipline Theory

In the current study, Canter's Assertive Discipline Theory (1992) was employed by the researcher. It includes several elements of the behaviourist method of discipline but cannot be portrayed purely as behaviourist in nature (Anayo, 2014). This discipline theory is based on the idea that teachers, like learners, have rights: the rights to establish and maintain discipline in the classroom; the right to demand appropriate behaviour from learners; and the right to receive assistance from the principals, parents and others (Charles, 2014). The theory focused on fierceness and persistence on required conduct by the teacher. As contended by Belle (2016), to earn learners' respect, teachers must be empowered by the principals to take charge of their learners. Canter and Canter (1992) asserted that teachers who use assertive discipline have a clear sense of how learners should behave for them to accomplish their teaching objectives. Assertive discipline is different from many theories in that it provides a system of dealing with behaviour at the time it occurs, through a plan that

makes the learners responsible for their behaviour and resultant consequences (Porter, 2017). Pagliaro (2014) supports the idea of Mushaandja (2016) claiming that the teachers who are assertive get their needs met first and in so doing, they are in a better position to help their learners.

Mushaandja (2016) asserts that teachers have the responsibility to instruct by setting up rules and rewards for obeying and penalties for not obeying the rules and being consistent and persistent in implementing consequences. The real meaning of self-confident discipline is captured in the following quotation: “an assertive teacher will keenly take action to a learner’s unsuitable behaviour by clearly communicating to the learner his/her dissatisfaction of the behaviour, followed by what he/she wants the learner to do” (Duke & Meckel, 1980). Belle (2018) summarised the main components of the theory. Firstly, teachers ought to establish a set of rules for the classroom. Secondly, they should determine a set of positive consequences for following the rules. Thirdly, they should establish a set of negative consequences for not following the rules, and fourthly, teachers should implement the theory with learners. So, this theory is teacher-centred (Bear, 2013) and more structured (Pagliaro, 2014). In this regard, castigation or unpleasant penalties must follow negative behaviour, with the penalty system having increasingly tough sanctions depending on the severity of the bad behaviour. The major philosophies which form the core of assertive discipline include the fact that learners have rights and that they need a caring teacher who will provide warmth, attention and support. Teachers also have rights; they must teach in an environment that is conducive to learning and enjoy support from both parents and learners.

Teachers must be assertive and communicate their needs freely; they should also provide a model of good behaviour. Learners have the right to a teacher who will be firm, consistent, provide positive encouragement and motivate good behaviour (Antonio, 2017). Learners have a right to learning that calmly and consistently enforces rules of conduct, and to learning where a teacher makes calm but firm decisions. Teachers should also refrain from asking rhetorical questions about misbehaviour and should develop a system for rewarding good behaviour (Mohapi, 2007).

According to Steere (2018), a lack of training teachers in discipline techniques is part of the problem why indiscipline is on the rise in schools. This prompted him to study how effectively teachers deal with learner behaviour. He found that the master teachers were assertive; they taught learners how to behave. They established clear rules for the classroom, they communicated those rules to learners, and they taught the learners how to follow them. They also have mastery of skills in positive reinforcement, and they praise every learner at least once a day. Assertive teachers believe in their abilities and their rights; they are firm and take charge of their classroom in the best interest of learners. They know how and when to instil good behaviour. Finally, when learners choose to break the rules, these teachers use firm and consistent negative consequences – but only as a last resort (Anayo, 2014).

Non-self-confident teachers who are inactive, incompatible, fearful and non-directive in the classroom and aggressive teachers see learners as adversaries and they use an abrasive, sarcastic and hostile style when dealing with them (Charles, 2014). He is certain that teachers have the right to determine what is best for the learners and they expect them to comply. He emphasises that teachers should use rules and consequences which are stated clearly for learners to understand. The rules should be specific and easily understood by learners. In this regard, no learner has the right to prevent a teacher from teaching or keep a fellow learner from learning. Therefore, learners' compliance helps to create and maintain an effective and efficient learning environment (Mohapi, 2013).

Canter and Canter (1998) agreed with Bechuke and Debeila (2016) who state that learners have the right to a teacher who is positive, reliable, offers constructive encouragement and motivates good behaviour. Self-confident discipline comprises an emphasis on expected behaviour; expressive affirmation or disapproval of behaviour; use of firm tone of voice; maintaining eye contact, using non-verbal gestures in support of verbal statements; and being assertive in confrontations (Canter, 1996). Porter (2017) states that teachers in practising self-confident discipline must establish limits and consequences by using follow-up procedures that are consistent and ask school administrators and parents for support in an effort to help learners. This discipline is premised on the notion that teachers' attitudes influence their behaviour and in turn influence learners' behaviour (Anayo, 2014). For teachers to be assertive they need to insist on decent, responsible behaviour from

their learners which is needed by all stakeholders such as learners, parents and the community at large. To be self-confident is different from being aggressive – the goal of assertive discipline is to foster in teachers a feeling that they are in control in the classroom. A teacher talking calmly but firmly shows assertiveness by enforcing mutually agreed rules of conduct. Assertive teachers do not express an intention to hurt but want to help.

Martella, Nelson, Marchand-Martella and O'Reilly (2014) referenced the five steps of assertive discipline put forward by Canter and Canter (1992). First, teachers must acknowledge that they can and do affect learner behaviour; second, teachers can learn to display an assertive response style; third, they make a discipline plan that contains good rules and clear, effective consequences (a descriptive hierarchy); fourth; they must provide learner instruction on the discipline plan. Finally, the principal and teachers should instruct learners on how to behave responsibly. In addition, Belle (2016) is of the view that teachers ought to be willing to work toward positive interactions with learners by creating an optimal learning environment within the classroom and in the school that allows learners to work and socialise together in a comfortable environment. The discipline model was applied in this study to find out if teachers are structured in their strategy to discipline. It was useful in finding out if teachers plan their strategy and can teach class rules and consequences. It also aided the researcher to find out how consistent they are in their administering of consequences.

Canter and Canter (1992) stress that planning of discipline is essential to good teaching and to good discipline. Planning helps the teacher to be consistent and not to choose a consequence at the time of misbehaviour. This also will help the teacher to treat all learners fairly without responding differently to learners from different socioeconomic, ethnic or racial backgrounds. Anayo (2014) supports the idea of Mohapi (2013) and emphasises that the teacher must prepare to deal with misbehaviour calmly and quickly. They also propose some guidelines in selecting consequences. This guideline stipulates that consequences should exceed five and they must be something that learners dislike. It should not have harmful physical or psychological effect on learners. The consequences do not have to be severe to be effective but negative consequences should be applied every time a learner chooses

to behave inappropriately. The following chart is a good example of laying down ground rules in the classroom.

Table 3.2: Charts for rules and consequences

Classroom rules	Consequences	Examples Mohapi (2007)
1.....	1 st time.....	the learner receives a warning
2.....	2 nd time.....	making the learner lose 10 minutes of break time writing in a behaviour journal explaining the offence they committed, the reason for committing such offence and what they think should have done better
3.....	3 rd time.....	On the same day, the whole time of break will be denied the offender
4.....	4 th time.....	the learners' parents should be called
5.....	5 th time.....	the learner is sent to the office.

Source: adapted from Woolfolk (2015)

In this regard, Anayo (2014) is of the view that a set of laws ought to be specific and rules should be visible to all learners. Different charts should be used for different sets of rules. Just as with rules, consequences for violating rules should be explained and be visible to all learners.

The main strength of assertive discipline is that it is straightforward and simple to manage. This is very helpful for junior teachers because of its simplicity. Once the discipline plan of a teacher is approved by the school administrator, it aids him/her to know how to react to disciplinary situations without responding emotionally or inconsistently. Thus, the Canter model helps teachers to treat all learners fairly and alike. Canter's assertive discipline theory provides a system of dealing with behaviour at the time when it occurs; which sets it apart from other discipline theories.

When teachers use assertive discipline, it shows that they have a clear sense of how learners should behave so as to enable them to achieve their teaching objectives (Mohapi, 2013; Anayo, 2014). The assertive discipline theory addresses learners' actions rather than making value judgements about the motivation or the character of the learner. According to Andrius (2014), this theory provides a very powerful system of corrective discipline. It also helps teachers to gain support from school administrators and parents before the first day of implementing the plan. Assertive

discipline according to Anayo (2014) is a structured and systematic approach which is designed purposely to assist teachers in running an organised, 'teacher-in-charge of classroom' environment. It therefore assists teachers to have their classes under control.

The Canter model is used in this study because it assisted the researcher to ascertain how teachers make rules and policies that are being used in the school and how much awareness the learners have about the school disciplinary policies and classroom rules. Furthermore, this theory also helped the researcher to find out if teachers make use of assertive discipline to improve learners' behaviour. Assertive discipline includes most of the discipline strategies which the researcher was interested in, such as the preventative, corrective and reward strategies.

To recap, the emphasis of assertive discipline is on a classroom control strategy that places teachers in charge in the classroom in a humane and yet firm manner. It is a system that allows teachers to invoke positive and negative consequences calmly and fairly and is a technique for dealing with difficult learners and teaching the class how to behave. In this regard, the teacher should always remain in charge in the classroom, but not in a hostile or authoritarian manner. He/she must take specific steps to teach learners how to behave acceptably in the classroom, identify learners' personal needs and show understanding and willingness to help, continually striving to build an atmosphere of trust between teachers and learners.

3.9.2.3.1 Critique of assertive discipline

Assertive discipline is designed mainly for classroom use. Given that various learner disciplinary problems occur outside the classroom (Anayo, 2014), the model may not provide much assistance in solving all the teachers' concerns.

Anayo (2014) correspondingly expressed that many behavioural problems of learners take place outside the classroom. In addition, Mohapi (2013) opined that the assertive discipline theory does not grant learners the opportunity to learn or practise their skills in resolving their differences (Mohapi, 2013). In this regard, the assertive discipline theory is ineffective if it is not properly communicated to stakeholders. Therefore, any discipline management system that the teacher wishes to implement should first be discussed with the school management because both the

management and the parents should be aware of the proposed system. This will ensure that parents know of the teacher's attitude concerning the importance of good conduct and its influence on teaching and learning. In support of the above, the researcher complemented this theory with Marvin Marshall's theory which has broader application. The assertive discipline theory places much emphasis on teacher control, thereby lacking the ability to give learners an opportunity to develop self-control or inner control of their behaviour.

Hence, learners are not given full opportunity to become fully responsible for their behaviour (Anayo, 2014; Duke & Meckel, 1980). Therefore, if learners are not involved during planning and making the classroom rules, this may affect how they react because they may not own the rules and may feel forced to keep them since they do not come from them.

3.9.2.4 Curwin and Mendlers' 'discipline with dignity' theory

Curwin and Mendler believed that disciplining with dignity is a successful way in having proper classroom management. Instruction and strengthening responsible human behaviour is the core of discipline with dignity (Curwin & Mendler, 2018) and allows the teachers to spend more time instructing and generating positive interaction instead of directing attention to behavioural issues within the classroom. Discipline with dignity sets out precise ways of engaging learners in assisting with a set of classroom rules and consequences supporting values compatible with learning. The discipline with dignity theory is a widely used strategy that is now used in about 12 countries.

Today discipline with dignity helps learners to build up their sense of self-esteem and belonging. It also gives them support and tools that are required for making proper lifelong goals in their lives both inside and outside of the classroom that will affect their futures. The main focus of Curwin and Mendler's work is on helping all learners to have a better opportunity for success in school through building a sense of dignity and providing a sense of hope. In this study, Curwin and Mendler's theory was applied. It assisted the researcher to see how teachers can discipline learners while upholding their dignity as human beings.

Belle (2016) is of the view that the model of discipline with dignity leads constantly undisciplined learners to lose hope of encountering anything worthwhile in school and they do all they can to prevent damage to their dignity. Curwin and Mendler present five principles of effective discipline: discipline is a very important part of teaching; short-term solutions are rarely effective; learners must always be treated with dignity; discipline must not interfere with motivation to learn; and responsibility is more important than obedience. Curwin and Mendler (2018) suggested a four-phase plan to help learners move towards value-guided behaviour: identifying the core values that the school may wish to emphasis, creating rules and consequences based on the core values identified, modelling the core values during interactions with the teachers; and eliminating interventions that violate the core values. So, this model encourages school wide approaches to a lack of learner discipline.

Agreeing with Curwin and Mendler's model, many learners misbehave when their sense of personal dignity is threatened (Belle 2018), and learners at-risk break rules to gain a measure of control over a system that has damaged their sense of dignity (Curwin, 1992). They protect themselves by withdrawing or acting as if they do not care. They exert their control by refusing to comply with teacher requests; arguing and talking back to the teacher; tapping pencils and swopping books; withdrawing from class activities; and by being aggressive. This is because when learners' dignity is damaged, motivation is reduced, resistance is increased and the desire for revenge is promoted (Mohapi, 2013).

The claim is supported by the research of Belle (2016) who wrote that when learners manifest an absence of discipline, they are trying to satisfy their need for attention and power. Furthermore, those learners whose behaviour prevents their learning and are in danger of failing in school are unable to maintain dignity through achievement. In addition, Price (2018) maintains that when teachers treat their learners in an undignified way, they will learn to hate teachers, school and learning. Moreover, they misbehave to protect themselves as their teachers have failed to articulate to them that schooling is for their benefit (Mohapi, 2013). In support of Mohapi (2013), Amutenya (2018) opined that learner disciplinary problems may arise because of assaults on their dignity, unclear limits, feelings of powerlessness, and lack of acceptable outlets for feelings as well as feelings of boredom. Thus, learners manifest disruptive behaviour once they see themselves in a learning environment

which is not effective (Haider, Khan, Munir, Latif & Bari; 2012). Curwin and Mendler's (1999) suggested approach aims at enhancing classroom behaviour through maximising learners' dignity and hope. The model sees the teacher as important, with the crucial responsibility of helping learners. The teacher must clearly articulate to learners that schooling is to their benefit. Curwin and Mendler use the term dignity to indicate the value placed on human life. They say that the school exists more for learners than for teachers (Mohapi, 2013: 48).

Basic to the model of Curwin and Mendler is that every learner is meant to be treated with dignity. To be able to achieve this, Curwin and Mendler point out the need for creating a school environment where both learners' and teachers' needs are met. They also outlined four different needs of teachers and learners: personal identity which can be fulfilled when one is able to build his/her self-image positively; connectedness which is achieved through positive affiliation with others; the need for power which is fulfilled when one has a sense of control over one's own life; and the need to achieve academically. In their opinion, all classroom/school misbehaviour is because of a need which learners seek to fulfil. It then becomes very important to develop plans to prevent discipline problems from occurring while at the same time planning how to curb misbehaviour when it happens. They developed eight guidelines for effectively using discipline with dignity in the classroom. The guidelines place emphasis on teachers being responsible; changing their styles; starting afresh each day; and refusing to accept excuses for important classwork or homework not finished or done. Teachers are to offer choices to learners; use humour to defuse tense situations; have a listening ear to learners' thinking and feelings; and allow learners to take responsibility for themselves (Feigen, 2016).

There are three general reasons which Curwin and Mendler (1984) state as the major cause of failure in providing appropriate consequences. They identified school-wide rules established by school committees in which the teachers and learners are not involved. Teachers and learners then do not own such rules and they fail to follow whatever is mapped out as consequences. The second reason is teachers' failure to address disruptive behaviour that happens in class while they are busy or distracted with something else. This will give the learners the opportunity of repeating those unacceptable acts when next the teacher is busy or distracted. The third reason is that teachers often resent being on the lookout for indiscipline. They

do not want to be acting as the police by moving around the classroom to maintain learner discipline. Since learners are still at the stage of becoming, they require the direction of an adult to be able to make responsible choices. Curwin and Mendler are of the view that it is the duty of teachers to see to it that learners learn and that they behave appropriately and responsibly. In this view, Curwin and Mendler suggest three dimensions of classroom discipline plan as shown in Figure 3.10.

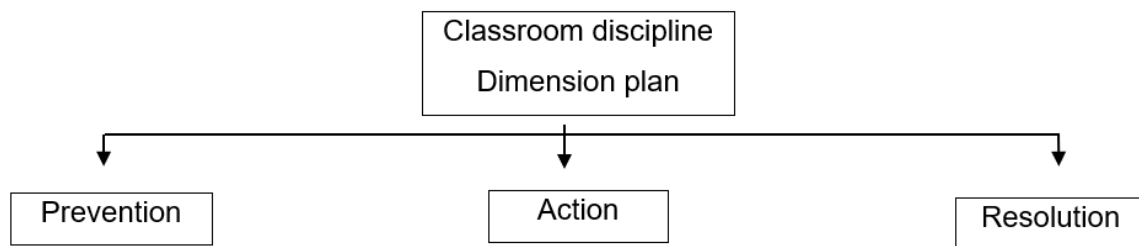


Figure 3.10: Three dimensions of a classroom discipline plan

- **Prevention:** This dimension was intended to reduce or avoid classroom problems by providing structure and direction in the classroom while acknowledging the daily issues that arise. In this plan, it is most important to establish and implement a system for managing learner discipline designed to enhance human interaction in the classroom. This system of management is what Curwin and Mendler called social contract. In this social contract, learners can participate in making decisions which will affect them. It helps them to own the rules and regulations created to guide their classroom activities or school-wide activities (Anayo, 2014; Curwin & Mendler, 2018). The formation of social contracts begins with establishment of classroom principles that represent the value system of the classroom. These principles cannot be enforced; rather they define the attitudes and expectations for long-term behavioural growth. After the classroom principles are defined, then specific rules which follow the principal values are derived. These rules represent the value system of the teacher which Curwin calls 'flag rules'. These flag rules are non-negotiable. The learners then develop rules for each other and for the teacher.

These rules are critical for proper classroom management which, if not stated clearly, leads to indiscipline (Curwin & Mendler, 2018). Once learners develop a

list of rules, the class votes on the rules and agree before a suggested rule becomes a classroom rule. After establishing generally accepted classroom rules, consequences for each rule are established as well. For Curwin and Mendler (1988) each rule should have a range of consequences.

These consequences should be instructional rather than punitive and should be regarded as natural and logical extensions of the rules. These consequences should be stated clearly and specifically for teaching learners' that misbehaviour produces effect. It is also important to note that the consequences apart from being clear and specific should have a range of alternatives, be natural and logical while preserving learner's dignity.

- Action is the second dimensions to handling discipline in schools. This dimension has two major purposes. The first purpose is when a discipline problem occurs, something must be done to stop the problem. The second purpose is dealing with the problem quickly and effectively preventing minor problems from escalating. The action dimension comes into play when a problem occurs. An implementation of already set consequences in the prevention dimension is used to stop the behaviour as soon as it happened. For a consequence to be administered effectively, teachers should be conscious of their tone of voice, proximity to the learner, their body posture, use of eye contact and other non-verbal gestures. As a result, Curwin and Mendler (2018) established nine principles to guide the implementation of consequences. These principles include consistency of the teacher in administering discipline; avoiding scolding; being close to learners; maintaining eye contact in class; using a soft voice; acknowledging appropriate behaviour; avoiding embarrassing learners in front of peers; remaining calm and avoiding anger; and implementing agreed consequences for indiscipline.
- Resolution is the third dimension of discipline with dignity. All the learners will not follow the rules and all those who break the rules will not adhere to every established consequence. The few learners who, despite administering the consequences, continue to break the rules are termed defiant or difficult learners. Resolution, according to Curwin and Mendler, is meant to work with learners who do not respond to the established consequences. At this point, a personal or

individual contract is established with the learner who fails to follow the social contract. The teacher needs to negotiate primarily with the learner to find out the reason behind such misdeeds and the two work together to establish a means of preventing it from happening in the future. The needs of such a learner should be determined and met by the teacher.

Other school professionals such as social workers, guidance counsellors, administrators and the learner's parents must be involved in the resolution phase. Curwin and Mendler (2018) perceived those facets as invaluable because they believe that the school can be stressful place. Teachers can help learners to regain a sense of hope. Therefore, it is incumbent upon teachers to make learning more attractive in order to ensure success. Thus, teachers who lack confidence in themselves or who distrust learners may find the model too threatening as it demands a great deal of time. In this regard, those who use the model should be patient as learners adjust to the fact that they have a role to play in classroom management. As indicated earlier, this model emphasises dignity and respect for others, for life and for oneself.

Anayo (2014) claims that the notion is grounded on values and not on rewards and punishment. Its strength lies in the central value system. In this regard, both teachers and learners are valued, and an effort is made to boost learner's responsibility using this value system. It makes discipline more lasting in the life of learners and not just an easy or 'quick fix' of misbehaviour which may not last long. Another important strength of this theory is that it looks at teachers' contribution to the discipline situation and requires them to reflect on their own value system and their interaction with learners. It is also more balanced because it uses both the behavioural and cognitivist approaches. Discipline with dignity has five goals which include: effective communication; defusing potentially explosive situations; reducing violence; preparing children for their future; and valuing and protecting opportunities for learning (Feigen, 2016) and this makes it more useful as a school wide disciplinary theory (Anayo, 2014; Curwin & Mendler, 2018).

The philosophy suits the current research as it complements Marvin Marshall's and the Canters' assertive discipline theories. The theory also emphasises teachers' contribution to discipline, and the passing on of the teachers' own values to the

learners. Hence, the aspect of teachers' experience that will be studied in this investigation is underpinned by this theory.

3.9.2.4.1 Critique of the theory of discipline with dignity by Curwin and Mendler

The theory stressed that learner self-respect is of great concern. Irrespective of bad experiences and emotional scars that still torment teachers, they must consider the dignity of the child first. Analysing the theory, the aforementioned can function very well with learners who are over the age of 10 rather than those younger than 10 because they are yet to develop to the extent of making reasonable decisions such as setting rules for themselves and for their teachers. Teachers' control is also central in this approach which may not support democracy in the classroom. Again, the aspect of learners making rules for the teachers is questioned by some teachers, because they believe that it is the duty of teachers to make rules with the learners being part of the process (Anayo, 2014). It also emphasises getting learners to do what they are supposed to do and not on helping them think of what they are supposed to do, thereby reducing the chances of building their self-responsibility (Curwin& Mendler, 2018; Lilemba, 2015; Mwampembva, 2017; Woolfolk, 2015;).

3.10 CHAPTER SUMMARY

Strategies to manage learner behaviour focus on behavioural modification. The elimination of undesirable behaviour is something that can be achieved through the processes of reward, either withholding of reward, or meting out punishment. The chapter, therefore, focused on changing the overt (external) behaviour rather than the internal mental state of learners. Behavioural theory explains behavioural changes as being based on the connection between elements and reinforced by this effect. The theories of cognitivists discard the notion of behavioural modification as an external means of control. The chapter further focuses on the mental process within the child and views undesirable behaviour as a means through which learners express their wants. These may be construed as misdirected goals or an effective means of drawing attention. The task of the teacher is to understand how the learner thinks about discipline. They should therefore focus on involving the learners in the drawing up of class rules and a schedule of consequences for not adhering to them. The theories deliberated in this chapter, therefore, provide us with a wide spectrum of approaches that differ in their philosophical underpinnings and practical

application. It is not the intention at this stage to argue in favour of any of these approaches. But, what is important is to find a possible link between teachers' perceptions and experiences of discipline and then to relate them to a specific paradigm that may inform their behaviour. It is accepted that the teachers' own stance may be the result of the training that they received. As discussed earlier, the researchers' aim is to investigate how learner discipline management has swayed those in the development and adoption of different strategies in dealing with learner discipline (Batten, 2016). This chapter has extensively discussed the six theories and models that guided this study. The following chapter describes the procedures, methodology and designs used in this investigation.

CHAPTER 4

METHODOLOGY AND DESIGN

4.1 INTRODUCTION

Chapter 3 provided the theoretical framework (theories and models) on learners' discipline management which guided this research. The fourth chapter describes the research methodology and design of the research that were employed by the researcher to understand the problems faced by teachers and how these teachers managed the problems they encounter in their schools. To create data to answer the research question, the chapter discusses the research paradigm, research approach and research design that the study adopted. This chapter also details the purpose and the characteristics of qualitative research approach. This study followed the interpretive paradigm. The interpretive paradigm, according to Merriam and Tisdell (2016), is concerned with the meaning of a phenomenon and seeks to understand definitions and comprehension of the phenomenon from the participants' perspective. The intention for this qualitative case study is to have a deeper understanding of how teachers manage learner behaviour problems in the context of their teaching experiences. The chapter explains the selection of research participants and sites (sampling). It discusses in detail the data-gathering instruments, triangulation, crystallisation and structural coherence, the the procedures followed during the investigation, examination of data and the credibility and honesty of the research. The chapter further discusses the ethical issues that guided the research. The chapter concludes with the control of literature. The main research question guiding this study is: To what extent are teachers able to manage learner discipline within secondary schools in the Hardap Region of Namibia?

4.2 RESEARCH PARADIGM

The principal objective of this is to outline the paradigm that supports the study (Patton, 2015). This study employed an interpretive paradigm which seeks to understand the worldviews is presented by the participants in the study (Denzin & Lincoln, 2015). Therefore, a paradigm is deemed to be the most important starting point of theory and inquiry (Neuman, 2016). This interpretive paradigm was used to direct the researcher to explore in detail the daily teaching of participants in their

natural environment, this gave the researcher thick and deeper comprehension to the reality of teachers. Historically, the interpretive paradigm, as stated by Oosthuizen (2014), had its origins in hermeneutics where philosophy and practices of interpretation is studied.

It was developed in view of philosophical theory of meaning and comprehension and literal interpretation. As indicated by Maree (2015), the interpretative paradigm helped the researcher to properly interpret the thoughts of teachers. Oosthuizen (2014) contends that the reality studied in this way included people's subjective feelings of the circumstances in which they live, and the researcher therefore typically embraces a subjective epistemological stance towards the participants in the research. Operating inside the interpretive paradigm provided the researcher with an opportunity to discover how learner behaviour is managed in secondary schools. This also enabled mutual trust between teachers of the selected secondary schools and the researcher to prevail. The mutual trust led participants to speak for themselves and share the experiences, perceptions and challenges they face in maintaining learner behaviour in their schools. In the interpretive paradigm, as Mouton (2015) states, the researcher watches things, explains and sees the place in which they live in its natural context with the intention of understanding the social world and the subjective meaning of human actions.

4.3 RESEARCH METHOD

The research used the qualitative research method which is associated with the interpretive paradigm to examine the thickness, truth and complexity of the phenomenon of learner discipline wherein the major indicator of meaning is content-based (McMillan & Schumacher, 2015). Antonio (2017) explains that the qualitative approach is the best way to understand the problem and the various viewpoints and world views of the individuals included. The method matched the intention of the inquiry, which was to review the situation that occurs in the real world and to investigate the richness, depth and complexity of learner discipline management within the school and classroom. This qualitative research approach offered the prospect for the researcher to conduct an investigation which is descriptive and explanatory and to obtain a detailed understanding of the people who are investigated. This qualitative method allowed schoolteachers to present their views

and perceptions about challenges they experience in managing learner discipline at their respective sites situated in the Auob circuit in the region of Hardap, Namibia. By adopting a qualitative approach, the researcher attempted to understand the subjective truth from an emic perspective (i.e. from within the social group) compared to an etic perspective of the person who observes a situation from the outside that is used in other approaches like quantitative (Olive, 2014).

4.4 RESEARCH DESIGN

To understand how participants manage learner discipline, the qualitative researcher employed a case study research design to conduct this investigation. This design enabled the researcher to carry out a deep inquiry regarding the issue of learner behaviour management (Creswell, 2014). To have an intensive understanding of various behaviours displayed by learners and management approaches used by participants, multiple case studies were used by the researcher to illustrate how teachers perceived, experienced and managed learner discipline within their schools. Therefore, a case study was done at six selected schools in the Region of Hardap, Namibia, which is located approximately 262 km south of the capital Windhoek. Data were gathered from 24 participants using semi-structured interviews and qualitative open-ended questionnaires and thematic analysis was used to analyse data to answer the research questions. Using case studies allowed the researcher to have understanding of the perceptions and experiences of participants.

This was a relatively simple way to collect data in a limited period to investigate a person's behaviour in a naturalistic setting. Maree (2015) affirms that the unit of analysis as well as the research methods are explained by the case study. From the qualitative paradigm perspective, a distinctive characteristic of the case study is to provide a deep comprehension of how participants communicate and work together in certain situations and how participants make meaning of the problem being studied. This method is used in narrowing down a wider field of inquiry to a single, manageable topic. McMillan and Schumacher (2015) describe a qualitative case study as a logical and comprehensive inquiry of a certain situation in its context to create knowledge. The researcher thus used the inquiry design of a case study because the design enabled him to have a deeper comprehension of how schoolteachers perceive, experience and manage learner disciplinary issues. In this

study, ethical clearance from UNISA (Appendix B) and approval from the Hardap Education Director (Appendix C) for the study to be carried out were first sought before the process of data gathering commenced (Yin, 2014).

4.5 THE PURPOSE OF QUALITATIVE RESEARCH

The verbal meaning and the way individuals understand things is the concern of qualitative research (Leedy & Ormrod, 2015). In this regard, qualitative research normally serves one or more of the purposes indicated in Figure 4.1.

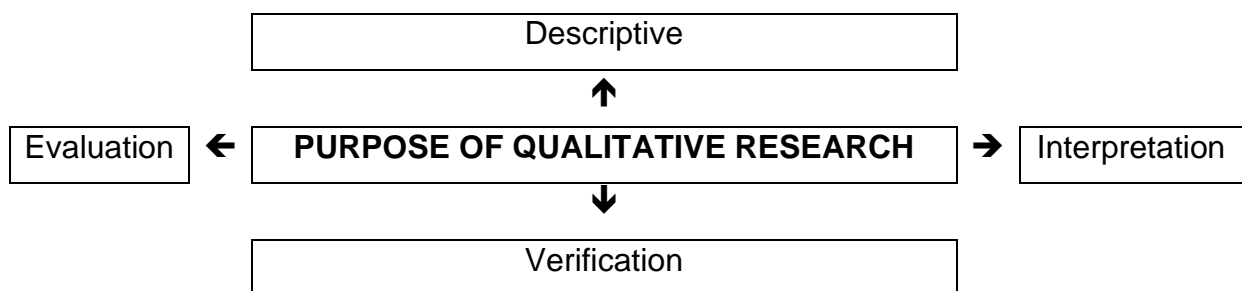


Figure 4.1: Purpose of qualitative research

- **Descriptive:** In this regard, individuals can disclose the multi-layered character of certain situations, relationships, systems, processes, settings, or persons.
- **Interpretation:** This enables the researcher to gain new understanding about a particular problem, discover the complexities of the problem, and develop novel solutions from a theoretical standpoint with regard to the problem .
- **Verification:** This permits a researcher to assess the legitimacy of certain theoretical claims within an empirical context.
- **Evaluation:** This offers a mechanism through which an researcher can assess the usefulness of certain policies, practices, or innovations (McMillan & Schumacher, 2018).

The main reason for the choice of this method is that the researcher wanted teachers to provide a detailed explanation of what was actually taking place at their schools and describe what they experienced on a daily basis with regard to learner behaviour management.

4.6 THE CHARACTERISTICS OF QUALITATIVE RESEARCH APPROACH

Basically, qualitative researchers are interested in understanding the realities that persons have constructed, meaning how individuals understand the world and the

experiences that they have in the world. In this qualitative study, the following characteristics are emphasised as shown in Figure 4.2.

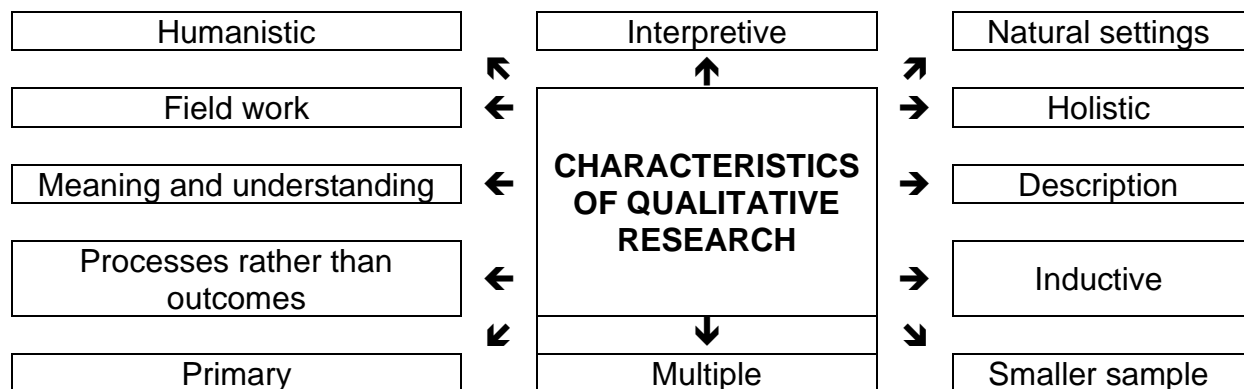


Figure 4.2: Characteristics of qualitative research approach

4.6.1 Interpretive Qualitative Research

Qualitative research is a form of interpretive research in which the researcher construes what he reads and understands. His interpretations might not be detached from his own historical background, context, prior comprehension and experience. According to Creswell (2014), an inquiry which is interpretive in nature is regarded as the most common type of qualitative investigation, suggesting that the truth is socially created and that there is no single, definable truth. In other words, there can be multiple interpretations of a single event.

Patton (2015) states that research that is qualitative in nature is a form of social investigation that concentrates on how individuals interpret and understand events and the world in which they live. According to Makendano (2016), in qualitative research, the researcher interprets the information to offer a detailed description of a phenomenon of interest. As highlighted by Belle (2016), in qualitative research, the researcher gathers, analyses and interprets narrative and non-numerical information.

4.6.2 Natural Settings

The unique characteristics of a qualitative inquiry are that behaviour is investigated as it naturally occurs. McMillan and Schumacher (2015) state that researchers in qualitative research accept as true that behaviour is best understood as it occurs without constraints and control from outside. In the view of many qualitative researchers, the chief objective is to focus on an event that occurs naturally in a natural setting so that they have a robust grasp of what real life is like (Merriam &

Tisdell, 2016). Creswell (2014) states that researchers in qualitative research investigate the entities or qualities and seek to understand them in a specific context. In support of Creswell (2014), Denzin and Lincoln (2016) are of the view that a qualitative inquiry means that the ideas of individuals and events cannot be understood apart from their context. This leads to the preference for qualitative open-ended questionnaire and semi-structured individual interviews, rather than experiments under artificial conditions. Those are the techniques used in this investigation.

4.6.3 Qualitative Research is Holistic

The researcher needs to develop a complex picture of the phenomenon being studied or investigated. This involves reporting multiple perspectives, identifying numerous factors contributing to lack of learner behaviour, challenges teachers are faced with, and strategies to be developed and adopted to improve learner discipline in schools (Creswell, 2014; Makendano, 2016). Qualitative research tries to provide a contextual comprehension of the complexity of the factors contributing to and the consequences affecting human behaviour (McMillan & Schumacher, 2018). The emphasis takes place through holistic comprehension which is in sharp contrast to the logical procedures of scientific evaluation done in a qualitative study (Patton, 2015). As Van Wyk (2017) remarks, notwithstanding the totality of our personal experience as living and working human beings, researchers have tended to concentrate on the parts rather than the whole. In this inquiry, an holistic strategy is followed as managing learner discipline is analysed as a whole in the secondary school context.

4.6.4 Qualitative Research is Descriptive

Qualitative research approach is based on the assumption that nothing is inconsequential or insignificant. McMillan and Schumacher (2015) are of the view that each fact that is noted down is believed to add to a better comprehension of the phenomenon. Patton (2015) explains that words are the basis of the analysis rather than numbers, adding that the writer's findings should contain direct quotes from the information to authenticate them. The assumption is supported by the research of Merriam and Tisdell (2016) who found that the intention is to give a rich description that cannot be attained by reducing information to numbers. Rather, the descriptions

capture what has been observed in the circumstances in which they naturally occur. The descriptive strategy is essential to obtaining a complete comprehension of the setting and to accurately mirror the complexity of the behaviour of people. Denzin and Lincoln (2016) state that the information in the form of quotes from interview transcripts, observation guides, excerpts from video tapes, questionnaires or a combination of these are included in the support of the research results. This view is supported by Antonio (2017) who sees the process as a funnel, by explaining that the data gathered at a key point may seem disconnected and too extensive to make sense of it, but as the researcher progressively operates with the information, more detailed results are produced.

4.6.5 Analysing Qualitative Data Inductively

The inductive process is the other significant characteristic of qualitative research. According to McMillan and Schumacher (2015), qualitative researchers do not formulate hypotheses to gather data to prove or disprove them by deduction but rather the data is first gathered and then interpreted inductively to draw conclusions. This means that qualitative researchers develop insights, concepts and comprehension from patterns in the information, instead of gathering information to evaluate it in terms of preconceived models, hypotheses or theories. This is supported by Merriam and Tisdell (2016) who state the researcher in qualitative research develops theory from transcripts and questionnaires and intuitive understanding gleaned from being in the field. According to Denzin and Lincoln (2016), bits and pieces of data from interviews are combined and arranged into larger themes as the researcher works from the specific to the general. Makendano (2016) explains that the qualitative researcher develops categories, themes and patterns from the lowest level of detail, by organising the information into progressively more abstract data.

McMillan and Schumacher (2015) state that theory is established from the ground up or bottom up rather than from the top down. This methodology seems to be important since the qualitative researcher needs to be exposed to new ways of understanding theories that may limit what will be gathered and may lead to bias. In other words, the qualitative researcher constructs a picture from the portions of data obtained. During this inquiry, interactive forms of data collection, namely, interviews

and questionnaires were subjected to inductive logic. Characteristically, results which are inductively derived from the data in a qualitative inquiry are in the form of concepts, tentative speculation, categories, typologies and themes and related to theory regarding a certain aspect of practice. This implies that a clear picture of the phenomenon emerges after multiple data gathering and the initial analysis (Creswell, 2014).

4.6.6 Samples used are Smaller

Even though qualitative investigation does not necessarily exclude the use of large samples, most qualitative research uses smaller samples since such inquiry focuses on the quality as well as the particulars of a person or the experiences of a small group (Maree, 2015). According to Denzin and Lincoln (2016), the only guiding principle for sample size in qualitative research is that it is not statistically based. Therefore, in qualitative research, the sample be of any size but usually ranges between one and 40. Leedy and Ormrod (2015) state that normally the sample size in qualitative research will not permit generalisation to the larger population. The size of the sample is connected to the aim, the research problem, the key method for gathering data and the availability of data-rich cases. Patton (2015) also states that the insights engendered from qualitative research depend on the richness of the data as well as the analytical capabilities of the researcher rather than on the size of the sample (McMillan & Schumacher, 2015). Patton (2015) states that, in qualitative research, there is no rule for the size of the sample, stressing that the sampling strategy depends on what the researcher wants to know, the aim of the research, what is at stake, what can be done in the time available and with the resources he has, what will be useful as well as what will have credibility.

In addition, Patton (2015) recommends that people should stipulate the smallest possible sample size based on the extent of the problem and the objective of the study. However, Amutenya (2016) argues that the actual sample should resemble the average individual, state of affairs or case in point of the problem of interest. On the other hand, Mouton (2016) contends that validity does not depend so much on the number of cases studied but the extent to which the participant characterises a particular experience. The explanation above is applicable to the current investigation. With the use of qualitative research , the external world of the

formalised system of education is related to the interior world of the participants and the intricacies of the status quo, procedures, acts and interactions that are not revealed by in statistical calculations (Merriam, 2016). Furthermore, deliberate and careful choices of participants makes data-rich cases available for in-depth inquiry (Naicker, 2014).

4.6.7 Qualitative Research uses Data from Multiple Sources

The researcher of this study employed multiple data sources (Amutenya, 2016) which assisted him to look for rich outputs as well as in-depth results, thereby promoting trustworthiness by using triangulation (Belle, 2016). Amutenya (2016) emphasises that researchers may use audio visual media, pictures, sources from internet, documents, questionnaires, artefacts, individual interviews and anything that might assist them in answering the research questions. Maree (2015) contends that using multiple data-gathering methods such as observations, interviews, documents and questionnaires contribute to the trustworthiness of the research. In this study, the researcher gathered information through an open-ended questionnaire and semi-structured individual interviews. Thereafter, all the gathered data were reviewed by the researcher to make sense out of the information, all the data sources were compared, and the data were organised into themes or categories. This is called “pigeonholing” – a means of sorting and separating data into its key components (Roller, 2016). The data is then extracted from the “pigeonholes” for purposes of writing the report.

Tuckman and Harper (2016) state that using detailed information from various sources may assist the researcher to check the results of the research. Therefore, if the evidence from these various sources points to similar conclusion, a person could have more confidence in the findings. As Belle (2016) rightly argues, in qualitative research , the prospective sources of information are only restricted by the level of open-mindedness and the creativity of the researcher. Richards (2018) warns that a qualitative researcher should not use a single data source, as this might limit them from gathering rich data, stressing that this is because the phenomenon under investigation is usually a compound and complex reality. Thus, in this study, the researcher used multiple data sources to ensure broader perspectives for analysis

and representation (Belle, 2016; Saldana, 2015) and increase the credibility of the study.

4.6.8 Qualitative Researcher as Primary Instrument

The eighth distinguishing factor of qualitative research is that the researcher is the chief tool for data-gathering and analysis (Merriam & Tisdell, 2016). During this inquiry, the researcher gathered data through open-ended qualitative questionnaire and individual semi-structured interviews. As the primary instrument in this study, the researcher analysed the answers provided by the teachers into recurrent themes regarding how participants perceive, understand and experience learner disciplinary problems in their schools. Contrary to the general quantitative strategy where the goal is objectivity, Maree (2015) states that qualitative research accepts the subjectivity of the researchers as something that cannot be eradicated and sees the researcher as instrumental to the process of evidence gathering. Researchers will, therefore, participate and engage in the changing real-world situation because they want to record those changes in the real-life context (before, during and after the change occurs).

Naicker (2014) believes that there is no standardised technique of analysing data in a qualitative inquiry, but endorses the idea that data must be organised, categorised and synthesised in a streamlined and logical presentation. As advised by Creswell and Plano Clark (2016) and Belle (2016), the researcher positioned himself in the research and identified how his experience and background moulded the interpretation in this investigation. His professional values as a senior secondary schoolteacher well as his competencies supported the coding and the development of themes during the analysis as well as the interpretation of the gathered information. The researcher regularly consulted with his supervisor and also referred to relevant publications to improve his skills as a researcher. Lather and St Pierre (2017) state that as the primary tool in gathering field information, the researcher ought to stay alert, sensitive and disciplined in recording the information. Furthermore, researchers must incorporate their insight in the subject and their feelings about what is happening.

4.6.9 The Concern of Qualitative Research is the Processes rather than the Outcomes or Products

Qualitative researchers are concerned with explaining how specific attitudes are developed rather than merely with the outcomes of the conduct (Creswell 2014). Maree (2015) supports this view by saying that concentrating on the social connections in a qualitative inquiry includes an extended process of gathering facts. McMillan and Schumacher (2015) assert that the researcher endeavours to find meaning and reveal and identify the range, depth of circumstances and perspectives that apply to the phenomenon under study. Thus, the researcher did not simply seek information for knowledge's sake but tried to determine the importance of this knowledge (Neuman, 2015). The method was also followed in this inquiry.

4.6.10 Qualitative Research is concerned with the Meaning and Understanding

During the whole process of qualitative research, the researcher keeps the focus on discovering the meaning that the participants accord to the problem under study. The researcher wants to understand the problem in all its complexity. Merriam and Tisdell (2016) state that the interest of qualitative researchers is to see how individuals interpret their experiences, how their world is constructed and what meaning they attach to their experience. The general objective of qualitative research is to understand how individuals make sense out of their lives by describing what they experience. Leedy and Ormrod (2015) explain that a qualitative investigation seeks to understand circumstances in their uniqueness within a certain context and the interactions within that context. The understanding is an end in itself, so that it cannot predict what might necessarily take place in the future but seeks to understand a current situation – this is the essence of a case study.

Patton (2015) opined that the analysis strives for deeper comprehension of the problem of interest from the viewpoint of the participants and not that of the researcher. Denzin and Lincoln (2015) pointed out that the researcher does not look for the objective truth or seek to make a value judgement but instead seeks an in-depth comprehension of other individual person's viewpoint. In this research, the researcher attempted to understand the actions of the participants with regard to how they manage the behaviour of learners in the Hardap Region of Namibia.

4.6.11 Qualitative Research usually involves Field Work

A significant characteristic of qualitative research is that it is conducted in the field, on the participants' turf (McMillan & Schumacher, 2015). According to Denzin and Lincoln (2015), researchers in qualitative research normally go into the field or sites where participants are to gather data. In this regard, qualitative research is often described as naturalistic inquiry (Theron & Malindi, 2015), because to generate data we spend time with our participants in their natural context, such as their schools, classrooms, communities, homes or churches, as well as other places where the participants spend their time in work or play. In this study, the researcher went to schools that he has purposively chosen to gather data from participants through an Interviews (semi-structured individual interviews) and a qualitative open-ended questionnaire. According to Maree (2015), fieldwork needs very careful planning; this means that the researcher must carry out several actions before actually meeting with participants to elicit the data required to answer the research questions.

Theron and Malindi (2015) state that the early stages of research are a part of the process of planning the field work; e.g. the design of the qualitative study, the researcher's grasp of related literature and choice of conceptual framework, and issues of ethical compliance which influence the planning. Although it is essential to obtain permission from the relevant authority (e.g. a department of education or directorate), Mouton (2016) points out that, even when permission has been granted, to gain the commitment of the people you will be working with is essential. Bogdan and Biklen (2017) caution that when communities have been over-researched or stereotyped, they may be reluctant to participate, and this is their right.

4.6.12 Qualitative Research Approaches are Humanistic

According to Mouton (2016), the humanistic viewpoint is that subjective experiences are open to research and should therefore be explored. These ideas were developed further by researchers and philosophers like, Maree (2016); Merriam (2016); Mwamenda (2018); Mostert et al. (2018); and Lilemba (2018) who built on the philosophy of humanism, arguing that individuals create meaning. This method enables the researcher to be a receptacle for gathering participants' opinions, knowhow, understanding and experience with regard to the phenomenon under study. The researcher was well-informed about participant teachers' point of view as

well as how they experienced and managed learner behaviour in their school context (Makendano, 2016).

4.7 SELECTION OF RESEARCH PARTICIPANTS AND SITES

4.7.1 Research sites

Namibia is divided into fourteen regions, of which the researcher selected Hardap region as the field of study. This Hardap region consists of three educational circuits, namely, Auob Circuit, Naukluft Circuit, and Aonab Circuit (See Figure 1.1).

The Hardap Region has 18 secondary schools with a population of 318 teachers. This study was confined to one circuit only (Auob Circuit). Out of the 18 secondary schools found in the Hardap Region, six secondary schools are located in the Auob Circuit which were purposively selected from the list of 18 secondary schools supplied to the researcher by the Hardap Directorate of Education Arts and Culture. Three of these secondary schools are located in the town of Mariental while the other three are located in more remote areas approximately 100 to 140 km from the nearest major town. Out of the population of 318 secondary schoolteachers found in the Hardap Region, 100 teachers are found in the Auob Circuit. Out of these 100 teachers, 24 teachers from six secondary schools found in Auob Circuit were purposively selected as the sites had had poor Grade 10 and 12 results for the past five years (2014-2018). This means four teachers from each of the six secondary schools formed part of this study as participants, totalling 24 participants. The Auob Circuit has primary as well as secondary schools, but the focus was on secondary schools. These sites (schools) remained anonymous and are identified as School A, B, C, D, E and F.

4.7.2 Sampling

When using qualitative research, sampling takes place after investigating the background of the problem, because the researcher can then determine who should be involved in the field research. Sampling is therefore done after the research has started. Sampling is defined by Patton (2018), Nieuwenhuis (2015), Maree (2015) and Abbott and McKinney (2016), as the process that is used to select a portion of a population for the study. This is echoed by Merriam (2016) who referred to the sample as a minor group that is representative of the bigger population. Makendano

(2016) agrees. Mouton (2016) states that this is done to provide the researcher with a group of individuals which is more manageable than trying to use the whole population as participants. Belle (2016) described sampling as the procedure of choosing a small number of participants for a study in such a way that the chosen persons will be data-rich and will improve the researcher's comprehension of the actual phenomenon. The primary aim of sampling, according Neuman (2015), is to gather the actual events, cases or actions that could clarify and deepen the comprehension of the problem being investigated. In this study, the researcher's purpose is to have an in-depth understanding of the way teachers manage learner behaviour in their schools in the Hardap Region, Auob Circuit. To gather the required data, the researcher used a small sample which enabled him to engage with the participants over a short period of time. This view is supported by Davies and Hughes (2014) who explain that small samples have value because the researcher can pick up biases, emotional states and subconscious ideas that are not overt but could influence the findings if not noted.

Even though some researchers believe in using bigger samples, the researcher agreed with Davies and Hughes (2014) who believe that using a small sample permits the researcher to reflect profoundly on the gathered data; the evidence gathered mirrors the reality of the participants' lives; and the researcher can explore the participants' emotional state and familiarity with the phenomenon through probing and prompts. Brundrett and Rhodes (2014) are of the view that a small sample is more convenient since the planning and administration of open-ended qualitative questionnaires and interviews and a case study inquiry normally take considerable time. In this regard, the researcher was employed full-time and in trying to find in-depth insights into the approaches that teachers develop and adopt in their schools, considered the advantages of using a smaller sample as appropriate.

4.7.3 Method used for sampling

In this study, one circuit (Auob) and six secondary-school learning sites were purposively selected from the list of schools supplied to the researcher by the Hardap Directorate of Education, Art and Culture as they would be able to provide the relevant information which will assist the researcher to answer the research question.

During this inquiry, non-probability sampling was employed by the researcher. Non-probability sampling means that the units of analysis in the population do not have an equal chance of being selected (Maree, 2018). This technique of sampling is often used in qualitative research, as it is relatively inexpensive and convenient and makes it possible to gather rich information (Merriam & Tisdell, 2016). Rich information means a broad and diverse range of the data gathered over a relatively short period of time for the researcher to better understand the phenomenon of learner behaviour as well as the strategies the teachers have developed and adopted to better manage learners' behaviour. The researcher's long experience as a senior secondary teacher enabled him to identify six secondary schools which would be information-rich sites. Furthermore, the researcher purposively chose the participants in the sites whom he believed to be informative, thoughtful, articulate, knowledgeable, experienced and comfortable with the topic under investigation, as well as the setting of the schools where they taught. This is consistent with the approach of Belle (2016) and Davies and Hughes (2014) to drawing the sample from the people who are most likely to have information about the topic under investigation.

4.7.4 Size of the Sample

In this regard, the sample is described by Merriam and Tisdell (2016) as a small selection of all the events, persons or objects that fall within the ambit of the research. Merriam (2016) states that the size of the sample depends on the questions that need to be asked, the information that is needed, the process of analysis as well as the materials needed to support the investigation. Owing to the massive size of the Hardap Region, the shortage of time and a lack of funds, the researcher purposively selected the sample.

Belle (2016) states that the chief consideration in determining the size of the sample remains the degree of accuracy one needs to achieve in the approximation of population values. McMillan and Schumacher (2015), Maree (2018) and Belle (2016) claim that qualitative research usually uses small samples to get rich information on the problem being investigated, and there is no specific size for a sample. The size of the sample therefore depends on what the researcher would like to know, the aim

of the research, the issues at stake, what will have credibility and what could be accomplished with the resources and the time available.

Creswell (2015) states that the size of the participants to be included in the sample is generally related to saturation, meaning the point where enough information exists to give a complete explanation of the phenomenon being investigated (Merriam & Tisdell, 2016) and gathering information beyond this point yields no further useful information (Creswell, 2015; Patton, 2015). Maree (2015) states that representativeness is not the purpose of a qualitative sample.

4.7.5 How Participants were Selected

In this inquiry, participants were selected because the researcher believed that they met the criteria for the inquiry. Purposive sampling was used to select schoolteachers to participate in the study.

This kind of sampling means that the researcher decides, during the design stage of the inquiry, the distinctive characteristics of the participants to be involved (criteria to be met) and the number of participants. Merriam and Tisdell (2016) state that, in purposive sampling, a researcher has to principally decide what attributes of his/her sample are crucial to the study and then find people or sites that meet those criteria. As stated by Patton (2015), purposive selection has components of theoretical sampling, but that both look towards the individuals who suit the criteria established by the researcher. Van As (2016) argued that, in the process of choosing participants, the main thing to consider is the researcher's rationale.

In this inquiry, the researcher sought to understand how teachers experience and manage learner discipline and more specifically, what factors contribute to the challenges they face, what government policies exist and what strategies they develop and adopt when maintaining learner behaviour in their schools. The discipline problems experienced by teachers are prevalent among secondary-school learners in the Hardap Region, Auob Circuit, and are depressing, distressing and shocking. Hence, I chose secondary-school teachers to be participants in the investigation. To ethically adhere to the requirements, the names of the 24 participant teachers remained anonymous and their names were coded as P1 to P24 respectively.

4.7.5 Criteria used for Sampling

The participants were chosen from among 318 teachers of six selected school of the circuit of Auob in the region of Hardap of Namibia. The participants were chosen since they met the criteria set by the researcher for his inquiry. In this inquiry, four teachers were purposively-selected from each of the six secondary schools. The researcher selected the 24 participants based on their age, gender, teaching experience, professional teaching qualifications, knowledge about learner discipline issues, and they needed to be involved in the management of learner behaviour at their school so that they could perhaps give their views, understanding and experiences in more detail. It is also necessary to choose sites which are information-rich so that a person can learn better about problems of great significance to the criteria of the investigation, therefore the word purposive sampling (Pillay, 2014). They were from one circuit (Auob Circuit) as well as one ministry, namely, the Education, Arts and Culture Ministry. The teachers were selected to participate in semi-structured individual interviews or open-ended qualitative questionnaires.

This was regarded as adequate to gather the needed data and to triangulate the results to have a better comprehension of the phenomenon of improper learner behaviour. Since the selected participants were not representative of the whole population, the results cannot be generalised to other sites as the circumstances at other schools may be entirely different (Belle, 2016:186; Ferreira, 2015:37).

4.8 METHODS FOR DATA GENERATION

In this study, the tools which the researcher used to gather the information, included an open-ended qualitative questionnaire completed by 12 participants from rural schools located in the remote areas of the Auob Circuit; while interviews were conducted with other 12 teachers from three schools located within the town of Mariental.

4.8.1 Open-Ended Qualitative Questionnaire

Maree (2015) defined open-ended qualitative questionnaires as the kind of questionnaire which allows participants to have free range in terms of the answers they give to the questions. Creswell (2014) indicated that open-ended qualitative

questionnaires are used to support what has been discovered in literature and finding out the reason behind the answers. For this study, the researcher developed the questionnaire with the intention of finding out what the perceptions, experiences and the comprehension of teachers were on the phenomenon of learner behaviour. In this study, the researcher personally delivered the questionnaire (Appendix K) to the twelve participant teachers for completion in his presence so that if teachers experienced any challenges in understanding the questions, the researcher could clarify the issue immediately. The completion process took 45 minutes. After completion, the researcher gathered the completed questionnaires for analysis.

4.8.2 Interviews

When gathering information, three kinds of interviews, namely, structured, semi-structured and unstructured interviews can be used by qualitative researchers. For the sake of this inquiry, semi-structured individual interviews were used. Belle (2016) recommended this as most useful approach because the order of questions may be changed by the researcher, he may leave out other questions or alter the question words, as opposed to a structured interview which restricts flexibility or an unstructured interview which may be unfocused on the problem. With a semi-structured interview, the researcher is guided by an interview schedule (Appendix H) but the order of the questions may be determined by the actual situation that will take place in the interview room (Kombo & Tromp, 2013; Silverman, 2013; Berg & Lune, 2014; Lichtman, 2015). The researcher may also ask additional, probing questions to explore an idea.

Thus, in addition to the open-ended qualitative questionnaire, semi-structured interviews were used by the researcher to gather data from 12 participants. Brundrett and Rhodes (2014) describe the semi-structured interview as an ideal instrument for conducting research in education management and leadership as they give the researcher a deep understanding of the topic under investigation. The semi-structured interview is a discussion where the researcher prepares questions to be answered in seeking certain information to answer the research question (McMillan & Schumacher, 2013). Antonio (2017) states that an interview is an interaction between the researcher and the interviewee that seeks to ascertain information from

the participants' viewpoint on the problem being studied (Harding, 2015); in this case, how the participants manage learner behaviour in their schools.

The above affirms that qualitative interviews are conducted to seeing the problem being investigated through the participants' eyes. The use of this technique permitted the researcher to obtain necessary information that was impossible to elicit using the questionnaire only.

4.9 TRIANGULATION, CRYSTALLISATION AND STRUCTURAL COHERENCE

Triangulation is the process where two or more methods of data gathering are used, while the scrutiny of both spoken as well as unspoken gestures to elicit the participant' meaning is described by Sick (2017) as crystallisation. In this inquiry the more significant concept of the two is crystallisation, since not only is the physical evidence important, but the non-verbal gestures, the participants' movements and their emotional expressions also add meaning. All these helped the researcher in drawing his conclusions about how teachers manage learner behaviour in their respective learning environments in the Hardap Region of Namibia, Auob Circuit. In most qualitative investigations the purpose is to obtain a profound comprehension of the problem and not to look for causal relationships. Instead of examining or measuring the observable features of the problem, qualitative research sets out to explore human understanding and subjective experiences of a phenomenon. Flick (2016) suggests that the only way weak associations and systematic errors can be reduced is through triangulation since it is based on the gathered data from a broad range of persons, groups and contexts using various methods.

Maree (2015) argues that triangulation is based on the assumption that there is a fixed point from which the research proceeds. He identifies this fixed point as the aim of the study but suggests that crystallisation can enable us to shift from seeing something as a fixed, rigid, two-dimensional object towards the idea of the crystal, which allows for an infinite number of shapes, dimensions and angles of approach. A crystal grows and changes but is not amorphous (Maxwell, 2015). Crystallisation consequently offers us a complex and deeper comprehension of the phenomenon. The reality of a situation emerges from using different techniques to gather of information and analyse it. The result represents our own reinterpreted comprehension of the problem. Leedy and Ormrod (2015) explain that what we

describe in our results are those ideas that crystallise out of the gathered data. They add that the crystallised truth stays credible in so far as those reading our information and the analysis will be competent to see the similar emergent patterns from the data which also increases the trustworthiness of the investigation.

Therefore, Maxwell (2015) is of the view that independent measurement and the analysis of some phenomenon and information should give similar or consistent results. The researcher was certain that crystallisation would be achieved by following a certain procedure when interview transcripts and open-end qualitative questionnaire data were analysed (Patton, 2018). If the results of triangulation appear to be inconsistent or conflicting, the researcher should consider a wider range of explanations for their findings (Fox & Bayat, 2007) as this reduces uncertainty (Fabio & Maree, 2015). The researcher perused and read through the answers to the questionnaires and interview transcripts several times and went through his field notes (gathered during interviews) to connect the results and provide a context for the emergence of any specific meanings, themes and patterns. After each episode of data gathering, data were analysed on an on-going basis. Structural coherence according to Makendano (2016) entails that there are no unsolved inconsistencies amongst the data and their interpretation. In this inquiry, structural coherence was improved by consistently concentrating on the participants' perceptions and experiences of contributory factors, challenges, government policy, and strategies to be developed and adopted in managing learner behaviour in Namibian schools in the Hardap Region of Namibia.

4.10 THE PROCEDURE FOLLOWED DURING THE INVESTIGATION

When conducting this Investigation, the researcher followed certain procedures. It is thus important for the researcher to understand both legal and ethical procedures when carrying out an investigation. In this investigation, the procedures that were followed during an interview an open-ended qualitative questionnaire are given here under.

4.10.1 Procedure followed during the Interviews

In this inquiry, the researcher first sought permission to conducting his research by applying for research clearance to UNISA's College of Education Research Ethics

Review Committee (CEDU). Thereafter, ethical approval was granted and ethical clearance number 2019/02/13/57647100/18.MC was given. After ethical approval, the clearance certificate (Appendix B); a request letter (Appendix F); a copy of the semi-structured interview schedule (Appendix I), and the qualitative open-ended questionnaire (Appendix K) were all sent to the Hardap Education Director requesting authorisation to carry out this investigation in her region. The researcher was granted permission to conduct his research (Appendix D). After the Regional Education Director had granted permission, written letters were sent to the principals of the six secondary schools which had been purposively selected for the study requesting authorisation to conduct interviews and qualitative open-ended questionnaire with the teachers of their respective secondary schools (Appendix E) invitation letters were sent to the teachers to invite them to participate in the inquiry (Appendix F).

Thereafter, personal visits by the researcher to each of the purposively selected secondary schools followed to make initial preparations with the school principals. When the researcher entered the research sites for the first time and before the selection of the participants, both the letter of ethical clearance and the letter of approval from the Director of Education in the Hardap Region were produced to establish a first professional contact with the participants and the gatekeepers. In this regard, building rapport with the chosen teachers was considered a key factor for the researcher to achieve his purpose with the interviews and the open-ended qualitative questionnaire (Belle 2016). In this inquiry, oral permission was obtained by the researcher from principals and teachers to be allowed in the schools and classrooms to conduct his interviews and administer the questionnaire. In this regard, each of the six participating schools and participate teachers were given code numbers for identification purposes for example School A, B, C, D, E and F and P1 to P24 respectively. In this inquiry, the researcher prepared a semi-structured individual interview schedule (Appendix I) and qualitative open-ended questionnaire (Appendix K). A covering letter in which the researcher introduced himself and requested participants' agreement to be interviewed was prepared (Appendix J). Both the letter and the interview questions were written in English since all participants could read, write, speak and understand English well.

The participants were assured of their confidentiality, privacy and anonymity by the researcher, and that neither their names nor those of their schools would be used in any way but would be coded. The significance of the investigation, the course, time to carry out the inquiry and reasons for the research were explained by the researcher. The information consent letter prepared by the researcher (Appendix G) was then read and signed by each participant before the commencement of the interviews.

4.10.1.1 The semi-structured interview schedule constructed for this study

A semi-structured interview schedule on learners' discipline was used to gather data from 12 participants at three secondary schools on the Hardap Region of Namibia. The schedule focused on gathering participants' views, perceptions, approaches and experiences on the topic (Kapueja, 2014). This necessitates planning in advance to be certain that evidence can be objectively analysed afterwards. The interview schedule was structured as follows:

Section A:

Biographical information: This included the participants' age, gender, marital status, teaching experience, highest academic qualification, work position and level of instruction.

Section B

Semi-structured interview questions: These were questions on which the participants were required to provide their views, perceptions, feelings, attitudes, understandings and experience about the phenomenon of learner discipline.

4.10.2 The Procedure followed in using the Open-Ended Qualitative Questionnaire

As previously pointed out, permission to carry out the investigation was requested from the Education Director in the Hardap Region (Appendix C), the principals of the participating schools (Appendix E) and invitation letters were sent to the teachers (Appendix F) to invite the participants to take part in the research. Oral permission was obtained by the researcher from the principals and teachers to be allowed into their schools to administer the questionnaire.

The participating schools and participant teachers were given codes (i.e. School D, E and F and P13 to P24) for identification purposes. In this inquiry, the qualitative open-ended questionnaire was prepared by the researcher (Appendix K). A covering letter (Appendix J) was prepared by the researcher where he introduced himself and where he requested the participating teachers to help him in responding to the questions. The questionnaire was written in English to gather information on learner behaviour from 12 teachers of the three secondary schools. The questionnaire was administered by the researcher, and the principals of the participant schools were assured of confidentiality and anonymity.

In this regard, levels of interest, time to carry out the research, the course and the importance of the inquiry were explained to participants by the researcher. In this inquiry, consent forms (Appendix H) were given to each participant teachers to read and sign before the completion process could commence. The required completion time for the questionnaire was 45 minutes. After completion, the completed questionnaires were gathered from the participants by the researcher. The data gathered by means of the questionnaires about the problem of learner discipline management were critically reviewed, scrutinised and interpreted.

4.10.2.1 Open-ended qualitative questionnaire for this study

In this study, a self-administered open-ended qualitative questionnaire for the teachers was constructed by the researcher and was divided into two sections. This questionnaire was purely qualitative. By means of an open-ended qualitative questionnaire, participants may indicate what they recognise or what their opinions, outlooks, understanding and experience on the topic are (Babbie, 2016). This kind of instrument calls for preparation ahead of time to make sure the information can be analysed objectively afterwards. The qualitative open-ended questionnaire for this investigation was planned as seen in Appendix K. The questionnaire was divided into two sections as follows:

Section A: Biographical information of the teachers: This is the overall background of the teachers participating in the inquiry. These were questions that asked participants to indicate their age, gender, marital status, teaching experience, highest academic qualification, professional position and instructional level.

Section B: Qualitative open-ended questions for the teachers: These were questions to which the participant teachers were asked to give their opinions, feelings, attitudes, understanding and their experiences regarding the topic of learner discipline.

4.11 ANALYSIS OF DATA

Analysis of data is a continuous process joining together all stages of qualitative inquiry (White, 2015). In this study, data analysis started while data were still being gathered. Thereafter, data were prepared and organised for analysis by paging through interview transcripts and qualitative open-ended questionnaire and classifying and organising the information into categories and themes. The information was perused many times to have a broader understanding as to what the entire data meant. When analysing the data (interview transcripts and open-ended qualitative questionnaires), the researcher coded and classified the data into themes and sub-themes, and the trustworthiness and credibility of the study were evaluated by the researcher. Based on their credibility, the data were evaluated, summarised and integrated by the researcher (Maree, 2015). When analysing information, the researcher used symbols to identify the participants and schools. This was done to ensure anonymity.

4.11.1 Textual Analysis

During the analysis of data, textual analysis was the method used by the researcher. Textual analysis, according to Bowen (2018), is a way for researchers to understand data regarding how human beings make sense of the world. Smith (2018) opined that when researchers perform textual analysis on the text, they make an educated guess regarding the most likely clarifications of that text. Textual analysis as explained by Frey, Botan and Kreps (2017) is the technique that the researchers use to describe and interpret the essence of what is being said. On the other hand, the aim of textual analysis, as Maree (2015) contended, is to describe the content, structure and the functions of the message contained in the text.

Brunette (2018) states that the approach used in textual analysis involves selecting the kind of text to be studied, acquiring appropriate texts, and defining a precise strategy to use in analysing them. Frey et al. (2017) mention recordings of

communication (i.e., verbatim) and written texts as the two main categories of texts used for analysis. Textual analysis is described by Makendano (2016) as a method which has less to do with quantification and numbers, but it has more to do with the meaning of the words in the documents. In support of this claim, Kuckartz (2018) states that the texts that qualitative researchers analyse are most often interview transcripts, notes from observation sessions and qualitative open-ended questionnaires, adding that the text can also refer to pictures or images that the researchers analyse. Patton (2015) supports the idea of Kuckartz (2018), claiming that qualitative researchers who analyse qualitative data seek to describe their textual information in the manner which captures a clear depiction of the sites or persons who produce these texts in their specific terms rather than in terms of pre-defined measures and hypotheses.

This implies that the analysis of information which is qualitative in nature tends to be inductive in that the researcher recognises significant themes, patterns and associations in the information. As point out by Merriam and Tisdell (2016), the analysis of the qualitative inquiry notes starts in the field during the time of the empirical research as the researcher identifies issues and concepts that appear to assist in understanding the situation. According to Jupp (2016), textual analysis is an integral part of the interpretivist, qualitative tradition.

The researcher gathered information from 24 key participants through use of qualitative open-ended questionnaire and semi-structured individual interviews to get a deeper understanding of the problem using participants' perceptions and experiences in the school context. The researcher evaluated the information to establish linkages between the emergent themes. The interpretation of data relied on the linkages, common aspects and connections between the sections of information, themes, patterns and categories (Duchastel & Armony, 2018). In support of Duchastel and Armony (2018), Belle (2018) is of the view that the aim is to interrelate the themes and concepts into a theory. The information obtained from the interview transcripts and questionnaires was analysed, interpreted, presented and discussed. The major purpose of analysing and interpreting the inquiry results is to enhance the validity of the inquiry by ensuring that mistakes and inaccuracies are eradicated. An effort was made in this research to link the results to the existing

research on the themes under consideration and to answer the research questions (Maree, 2015).

The data analysed, interpreted and presented were all obtained from the interview transcripts and questionnaires. The questionnaires and interview transcripts highlighted teachers' perceptions and experiences in managing learner behaviour in schools; challenges experienced by teachers when maintaining learner behaviour; causes contributing to learner disciplinary problems; and solutions to be employed by teachers in managing learner behaviour in schools. This section is discussed further in Chapter 5.

Jupp (2016) states that it is through textual analysis that many limitations of content analysis are overcome. Text is inclined to be disjointed, and Jupp regards the interpretive task as including the detection of such contradictions and incoherencies.

4.11.2 Steps in Analysing Qualitative Data

McMillan and Schumacher (2015) state that throughout the process of analysing qualitative data, the researcher should be patient and reflect in the course of making sense of multiple sources of data namely, the open-ended qualitative questionnaire and interviews. As the analysis of data in qualitative inquiry is an on-going process, a number of steps are therefore involved. During this study, the steps shown in Figure 4.3 were followed by researcher.

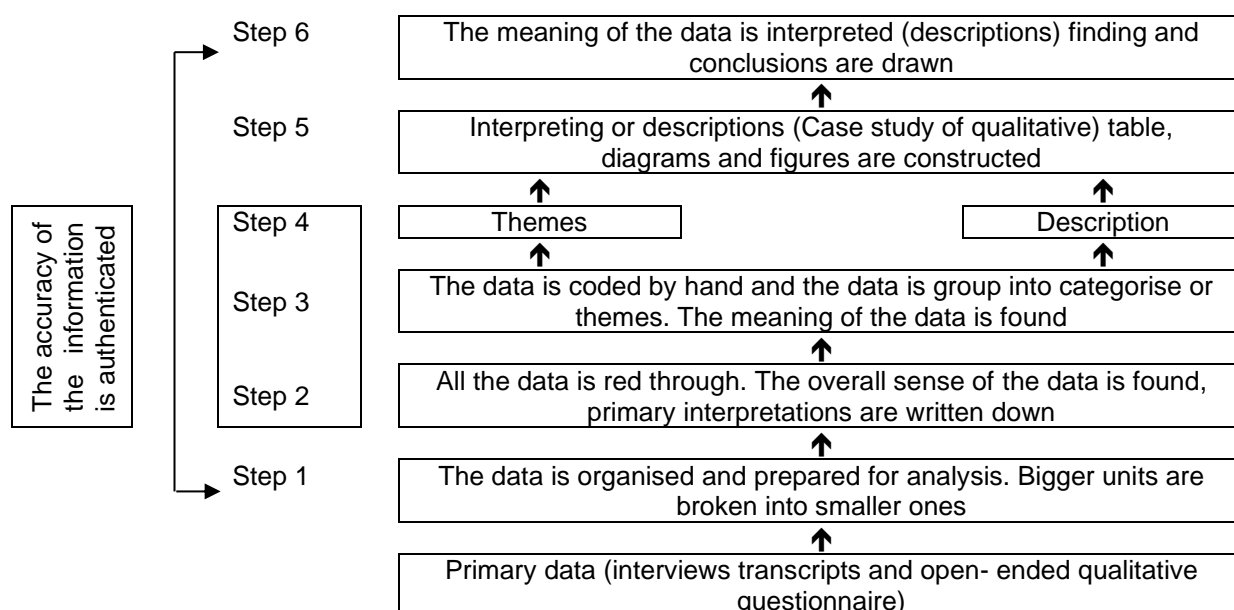


Figure 4.3: Steps in data analysis

Source: Adapted from Creswell (2014)

4.11.2.1 Step 1: Data were organised and prepared for analysis

In this study, the researcher began with the data analysis while the data were still being gathered. The researcher prepared and organised the information for analysis by scanning through the transcripts of the interviews and the questionnaires while sorting and arranging the information into various themes and categories. On several occasions, the researcher perused the whole data set to get an overall sense of the information (Creswell, 2014). The researcher also organised the data into a logical order (Belle, 2016).

Furthermore, the researcher conducted pre-coding of the data. Simple mental reflections and taking of notes with regard to chunks of the text that might fit within the predetermined themes were also done by the researcher, and emergent themes were identified by making notes in the margins and highlighting paragraphs that the researcher considered relevant and significant (Flick, 2016). This view is supported by Brunette and Rhodes (2017) who state that patterns and the production of themes are some of the functions of qualitative analysis. As argued by Van As (2016), the analysis of data in qualitative inquiry can progress hand-in-hand with other parts of the qualitative investigation, such as the gathering of additional data and the writing up of the research results. According to Bogdan and Biklen (2016), the analysis of data in a qualitative inquiry is an ongoing, emerging and iterative (going back and forward) or non-linear process (This would happen during Steps 2-4 as shown in Figure 4.3). During the analysis of data, the researcher organised, prepared and contrasted the data from the questionnaires and interview transcripts to develop categories and themes or sub-categories which are presented in Chapter 5.

4.11.2.2 Step 2: All data is read through

To satisfactory have the general sense of data and to understand the overall meaning, the researcher read through the entire data set. The analysis of qualitative data means that the researcher must work his way through a large volume of information and must sort and categorise it through inductive researching and progressively filter it down into a set of underlying themes. Mouton (2015) states that sometimes qualitative researchers writes notes in the margins and that it is, at this stage, that the recording of general thinking regarding the data starts. In this research, the researcher recognised typical groups or themes and perhaps sub-

themes or sub-categories, and each piece of information was then classified to develop the overall logic of what the evidence meant.

In this research, using an inductive strategy to analyse data started with the gathering of data which were then analysed to see what emerged from the information (Leedy & Ormrod, 2015). During the process, the researcher immersed himself into the information while reading and re-reading through the interview transcripts and questionnaires. This research adopted the three reading strategies recommended by Belle (2016), namely, reflexive reading, literal reading and interpretive reading. In this regard, literal reading includes looking at the words and language whereas interpretive reading determines how the participants make sense of the social world and how the researcher then interprets the participants' viewpoints of the social world. In this research, the researcher did so to have a good grasp of the information and themes to be identified. Bloomberg and Volpe (2015) describe a theme as a sentence or phrase that reveals what a unit of information is all about as well as what it means. Belle (2016) argues that it is only through repetitive reading that themes are identified. However, Mushaandja (2016) suggests that in order to effectively analyse how every person is using the language while taking into account the phrases or words that are idiosyncratic, the data obtained from transcripts and questionnaires ought to be viewed and reviewed. The researcher accordingly classified the information and evaluated the credibility and trustworthiness.

4.11.2.3 Step 3: Coding the data in categories

The researcher began the coding of data and themes as well as sub-themes and classified the data accordingly. The researcher combined, weighted and summarised the gathered information based on its credibility (Kapueja, 2014).

Maree (2015) referred to coding as the process of dividing data according to a classification system. Creswell (2014) referred to coding as the process where evidence is organised into chunks or segments of text before the meaning is brought to the data. Maxwell (2015) explains that coding is the way the data are fragmented and re-arranged into themes or categories that facilitates the process of comparing or organising patterns in the same category which aids the development of concepts. On the other hand, Belle (2016) refers to categorisation as the stage where the

identified codes are grouped together. Therefore, in this research, to organise data into meaningful units, a manual coding system was developed by the researcher. The process of developing the coding system of this research included searching for patterns and regularities through the gathered data. This view is supported by Merriam and Tisdell (2016) who point out that the analysis of data in qualitative research is primarily an inductive process where the data is organised into patterns as well as identifying categories.

In this research, the researcher adopted and employed the two kinds of codes as identified by Marshall and Rossman (2016). Founded on the review of related literature on the discipline of learners, the pre-set categories or themes which the researcher assumed were present (theory generated codes) and emergent categories or themes on memoranda (in vivo codes) were identified by the researcher.

Therefore, the process of coding is seen as a relevant and useful procedure in a qualitative research. In this research, the researcher did his out most to avoid theoretical concepts from over-defining and complicating the emergence of new themes, theories and concepts (Belle, 2016). The intention of the researcher was to explore the problem of managing learner behaviour so that the information could shed light on the teachers' perceptions; factors contributing to lack of learner behaviour; challenges teachers face in managing learner behaviour; and the government policies in managing learner behaviour and strategies to be developed and adopted by teachers when managing learner behaviour in schools in the Hardap Region of Namibia.

Once the information had been coded and categorised, the researcher searched for patterns amongst as well as transversely such categories and even across cases as is the case of this investigation between six purposively selected schools. Merriam and Tisdell (2016) agree with Belle (2016) and regard coding as an analytical strategy/technique. After the researcher was satisfied that all the main ideas and issues relating to the discipline of learners had been identified from the data by means of codes, the researcher used the codes to organise the information and build thick descriptions out of them.

4.11.2.4 Step 4: Construction of attitudes, places and people's thick descriptions

Belle (2016) states that depiction involves providing detailed versions of data regarding places, events and persons in a setting. Mushaandja (2016) emphasises that the analysis is beneficial in planning detailed descriptions for narratives, case studies and ethnographic projects. Therefore, in this research, coding was used by the researcher in generating a small number of categories or themes. Themes appear as the main results in a qualitative study and are regularly used as headings in the finding sections of the report. These themes must show multiple viewpoints from person and be supported by verbatim quotes and other information. Thus, after the themes have been identified by coding, the qualitative researcher might do more with the themes to construct extra layers of multifaceted analysis; for instance, themes may be interconnected into the story line (like in a narrative) or organised into a theoretical model (as in grounded theory).

The researcher used the coded information and categories or themes to write thick descriptions to explain the teachers' experiences of learner behaviour; the factors that contribute to lack of learner behaviour; challenges teachers face in managing learner discipline; government policies in maintaining learner behaviour; and strategies to be developed and adopted by teachers in managing learner behaviour in purposively-selected schools in the Hardap Region, Namibia. Belle (2016) explains description as the process whereby the researcher combines similar codes into a more connected description of the phenomenon.

4.11.2.5 Step 5: Theme building

According to Belle (2016), building of themes gives the organising ideas that the researcher uses to provide a clear explanation of what he has learned from the data. The themes assisted the researcher to recognise the key words that the researcher used to generate interpretations and provide clear explanations. Similarly, King and Horrocks (2017) recognised interpretive as well as descriptive themes. At this stage, the researcher will have identified the key themes or major concepts in the analysis. In this study, overarching themes were used by researcher to re-examine the gathered data which provided him with tentative explanations of what have been studied. During this research, triangulation was used by the researcher by evaluating the various data sources.

The process of moving forward and backward in qualitative data analysis of the descriptions, coding and building of themes through the process of reviewing information is done repeatedly until the researcher is certain that the research questions has been adequately attended to and that he has extracted all the meaning from the gathered information (Creswell, 2014). Qualitative researchers also employ tables, diagrams and figures as adjuncts to the discussions. This is also what the researcher did in this study. He conveyed descriptive data regarding to each participant in the table form as done in case studies or ethnographic studies (McMillan & Schumacher, 2015:380).

4.11.2.6 Step 6: The meaning of the data are reported and interpreted

Step 6 is the last step of analysing evidence at which the meaning of the data is interpreted. The writing of qualitative information according to Marshall and Rossman (2016) cannot be separated from the process of analytic. As pointed out by Belle (2016), some of the results of qualitative inquiry only emerge when the researcher starts to write the report. In this exploration, extensive uses of quotes from the participants were included by the researcher as this enabled the conclusions to be contextualised or the epistemological perspectives of the inquiry to be validated. In addition, the researcher related the results of this present research on the phenomenon of learner behaviour to the theoretical frameworks discussed in Chapter 3.

According to Amutenya (2016), the process of analysis and interpretation is ideological. In this study, the researcher combined his theoretical knowledge with the professional experience of six purposively selected schoolteachers as revealed in the interviews and questionnaires on managing learner discipline. In this research, the researcher analysed, contrasted and identified the patterns as well as the relationships between themes. The researcher also identified data from the questionnaires that supported the topics in the interview transcripts. Thus, the results are presented in a narrative and descriptive form and supported by direct quotes from the raw information which illustrate the significant findings (McMillan & Schumacher, 2015; Merriam & Tisdell, 2016). During the inquiry, interpretation of evidence was heavily based on the connections, common aspects, as well as the connections between the sections of information, themes, categories and patterns.

The integration of the concepts and themes into the theory that provides an accurate detailed interpretation of the information was the main aim of this study.

As Creswell (2014) and Makendano (2016) suggest, qualitative data should exhibit the following characteristics: the data should be current, so that new ideas and insights are obtained; the data must be manageable and redacted to explain the information as fully as possible without being too voluminous; be mutually consistent, so that no claim contradicts another; be outwardly consistent, so that it confirms to what people individually know with regard to the subject matter; and be influential, so that it explains as much of the information as possible without accuracy being sacrificed. During this research, deliberate attempts were made for all these considerations to be met.

4.12 TRUSTWORTHINESS AND CREDIBILITY OF THE STUDY

Creswell (2014) and Maree (2015) are of the view that the way information is gathered, organised and categorised, particularly if data are verbal and textual, leads to trustworthiness. To ensure trustworthiness, the researcher used triangulation, which, according to McMillan and Schumacher (2015), requires the cross-validation of sources of information. To triangulate the information gathered, the researcher compared, and cross-checked the information from interviews and the questionnaire. In evaluating the trustworthiness of the qualitative inquiry, the researcher adopted the four criteria of dependability, credibility, transferability and conformability as recommended by Merriam and Tisdell (2016); Maree (2015); Creswell (2014) and McMillan and Schumacher (2015). These criteria and how to meet them are indicated in Table 4.1.

Table 4.1: Criteria for evaluating the quality of qualitative study and their strategies.

Criteria	Strategies
Credibility	<ul style="list-style-type: none"> • Protracted rendezvous and tenacious observation in the field • Member-checks/participant validation • Triangulation of different methods • Peer examination or peer review • Constant comparison • Researcher's position or reflexivity
Transferability	<ul style="list-style-type: none"> • Rich, dense descriptions of the inquiry setting and process

Criteria	Strategies
	<ul style="list-style-type: none"> • Careful sampling strategies • Adequate data to critic applicability of results to other settings • Maximum variation
Dependability	<ul style="list-style-type: none"> • Triangulation • Audit trail • Peer examination • Researcher's position/reflexivity • Thick descriptions of the research process
Conformability	<ul style="list-style-type: none"> • Strategies of reflexivity and auditing • Verbatim accounts • Grave analysis of viewpoints, positions and presence • Planning and debriefing sessions with supervisor

4.12.1 Credibility

The most important factor in ensuring credibility is honesty. In this inquiry, the researcher enhances the credibility of his findings by permitting the participants and other individuals who have a particular interest in the investigation to comment on or assess the results of the inquiry, clarifications and deductions (Liamputtong, 2015). In this regard, verbatim accounts, mechanically recorded data and participant views were some of the strategies used in this study to ensure credibility. The five strategies of creating credibility as supported by Maxwell (2015) and employed in this study are the literature review, triangulation, participant validation (corroboration of the data with the participants), adequate engagement in data gathering, researcher's reflexivity and peer assessment.

The validity of information in this inquiry was primarily determined by the extent of participant teachers' willingness to freely share with the researcher their knowledge of the state of learner behaviour in their schools in the region of Hardap of Namibia. For example, the level to which teachers are willing to describe their experience of learner behaviour in their schools and classrooms environment contributed to credibility. The external verification (audit) of the findings assisted the researcher to weigh the credibility of the findings which, according to Maree (2015), can be accomplished by submitting the findings to a researcher who did not take part in the

study and requesting them to evaluate the manner in which the textual analysis was done, which comprises the reporting of everything that affected their work. Maxwell, (2016) points to triangulation as an approved means of insuring credibility in a qualitative inquiry.

This view is affirmed by Makendano (2016) who mentions triangulation as a key method of authenticating the findings. Triangulation is described as the method whereby the researcher compares the data from various sources about the same events (Lichtman, 2015). In this study, the accuracy and comprehensiveness of the participants were the concern of the researcher. In this regard, all the data were constantly analysed and interpreted during the investigation to ensure credibility (Tracy, 2016).

Patton (2015) argued that credibility hinges partially on the integrity of the researcher. One approach of dealing with this issue is for the researcher to look for information that supports the alternative explanations. The strong point of the qualitative inquiry is that it aims at exploring a phenomenon or describes a site, a method, a social group or pattern of interaction as suggested by Merriam and Tisdell (2016).

4.12.2 Transferability

The level to which the results of the qualitative inquiry can be simulated or useful in other contexts or sites in some situations and with some inquiry question is referred to as transferability (Marshall & Rossman, 2015). As pointed out by Lincoln et al. (2015), the features of the inquiry need to be defined to allow researchers to evaluate whether qualitative findings are movable to other contexts and only then can an informed view be obtained regarding the generalisations of the findings. In this inquiry, a broad and comprehensive description of the inquiry methodology was given, and interviews were audio-recorded and transcribed. As also stated by Maree (2015), while the results of a qualitative inquiry are limited to a small number of people, it is not generally expected for the inquiry to demonstrate that findings and conclusions are generalisable. In this regard, qualitative researchers trust whatever they investigate is context-constrained and consequently they do not attempt to make assumptions that can be generalised to a wider population (Merriam & Tisdell, 2016). In this regard, as seen by Merriam (2016), transferability or generalisability to

other settings maybe problematic. In support of the above, Creswell (2014) opined that the generalisation of qualitative results to other groups of people or sites is seen by traditionalists to be a flaw in qualitative research. The goal of this inquiry is not to generalise, but to allow the readers to have sufficient evidence regarding the phenomenon which may be applicable in other situations. In this regard, the findings of a qualitative inquiry must be understood within the setting of the specific features of the organisations and topographical area in which the investigation was conducted.

This view is confirmed by Bloomberg and Volpe (2015) who added that a detailed account of the context of the inquiry and the processes followed in conducting the inquiry allows a reader to judge if there are similarities between the research context and other contexts. This may be done when in-depth information is given about the inquiry sites, the participants and their views on the phenomenon under study. The features of the participants and the context must be clearly described in detail. In this study, the researcher gave thick descriptions of the learner behaviour management strategies of teachers. According to Maree (2015), a detailed description of the site and the activities to be found within the framework that makes it easy for the reader to judge regarding the level to which the schools, policies, participants as well as physical characteristics of the inquiry sites are applicable to the reader's own circumstances. Patton (2015) stated that thick descriptions and the direct quotations from the gathered facts need to be used to back up the reported results. Guba and Lincoln (2016) suggest that when providing these thick descriptions, the researcher allows the reader to have insight into the participants' subjective world, and to develop deep empathy and sympathy for them.

In this inquiry, the two procedures that enhanced transferability, as Kvale (2017) asserts, were careful sample selection strategies and thick descriptions of the phenomenon of learner behaviour management. Both these procedures were used to enhance transferability. The thick descriptions helped other readers to understand the phenomenon of learner behaviour management and adapt and plan future research on the problem under investigation (Liamputtong, 2015).

4.12.3 Dependability

Dependability, according to Liamputtong (2015), refers to whether the description and the interpretation of the inquiry results fits the information from where it has been derived – this is the equivalent of reliability in quantitative research. In the same vein, Merriam (2016) suggests that dependability refers to whether the findings of the investigation would be consistent if the research is repeated with the similar participants in a similar context. Herr and Anderson (2015) similarly refer to dependability as the stability and reliability of the research process and approach over time and the level of control in the research. In support of the above, Maree (2015) encourages researchers to ensure the quality of the recordings and the transcription of the facts from the data-collection methods; for example; interviews and open-ended qualitative questionnaires.

To ensure consistency, the researcher used rich and detailed description and the available audio-recordings and triangulated various methods of data collection (paragraph 4.8) which creates the results of the inquiry more reliable. In this research, the researcher has also based the process of data analysis on literature as discussed in paragraph 4.8.1. If the investigation on managing learner behaviour in secondary school could be gradually conducted using similar process of analysing data, it is possible that the same themes might surface, even if the findings as well as the conclusions of the inquiry have to some degree been manipulated by the researcher's eight aeons of experience as a teacher in high schools in the Zambezi Region of Namibia. In this inquiry, dependability is similarly certain with the fact that the researcher has described the inquiry design in specific with its implementation as well as the operational detail of data gathering from teachers employing semi-structured interviews and qualitative open-ended questionnaire. Merriam and Tisdell (2016) contended that the dependability of the inquiry is improved when the inquiry process of the investigation is coherent, observable and recognised visibly. Once researchers detail their methodology preference as well as data gathering methods where the logical linkage among the data with the reported results, an audit trial is presented that permits for the reviewing of the sufficiency of the inquiry procedure.

The assumption is sustained by the investigation of Fabio and Maree (2015) who found dependability to loosely refer to an audit trial of the investigation, where the

researcher explains in detail every process involved in using the research instruments (paragraph 4.8) as well as in framing the final themes about learner behaviour. Bloomberg and Volpe (2015) opined that such an audit permits any other individual or future researcher to repeat the inquiry although they may not definitely acquire similar findings. In this regard, dependability of this inquiry was enhanced with the help of the wide-ranging description of the process of designing the inquiry topic, questions as well as the initial work just before having admittance to the inquiry sites as well as the choice of participants and sites (paragraph 4.7).

Audit trial in the qualitative inquiry according to Richards (2015:143) described in detail how the data were gathered, the way conclusion during the research was done and how categories were derivative. Furthermore, the audio-tape as a recording device was extensively used by the researcher to gather the data that was later transliterated in lieu of analysis. The audio-tape strengthened dependability as the gathered data were put for safekeeping. In this study, particulars of data gathering, and analysis were provided. As much of the data as possible was included in the chapter on the findings (Maree, 2015; Belle, 2016:224).

4.12.4 Conformability

According to Liamputtong (2015:26) the impartiality of the evidence and non-appearance of inaccuracies in the inquiry is referred as confirm ability. Lincoln et al. (2015) stated that research results could be considered verifiable when they are taken from the participants and the conditions of the inquiry somewhat than from the subjective view of the researcher. Maree (2015) is of the view that when verifying the confirm ability of the information, an outside researcher who did not take part in the inquiry must assess whether the methods as well as the normal procedures of the inquiry were clearly and sufficiently described in detail to allow for proper verification of the data (audit).

In this regard, the measures taken to facilitate gathering of data, processing and analysis must be described clearly and that the reported conclusions are in detail and properly linked to the analysis of data. Schwandt and Halpern (2018) contended that in order to know that the researchers were self-aware during the entire inquiry process and that they have clearly stated their own view point, values, biases, affective state and the possible impact of these on the inquiry process in general

over and above the analysis and interpretation of data in particular. On the other hand, Belle (2016:225) opined that conformability is the extent towards which the results of the inquiry can be inveterate or verified by others. In this study, the researcher insured that his views and opinions did not overshadow those of the participants. The inquiry allowed for confirm ability by keeping records of the raw data gathered through individual semi-structured interview and qualitative open-ended questionnaire and the data analysis records for the epoch of five years after the completion of the investigation which can be made available to other researchers upon request for further analysis (Leedy & Ormrod, 2015).

The entire findings, implications and deductions recounted from the inquiry were haggard from the info gathering and the theories discussed in chapter three. In this regard efforts were made to have proper planning and debriefing sessions with my supervisor who with his vast experience in conducting qualitative inquiry helped in validating my inquiry results. Despite of attempting to linger objectively in the exhibition of the inquiry results and the interpretation of the research, researcher's experience, viewpoints as well as his personal history made the results of his investigation more credible and must be acknowledged (Patton, 2015). Member checking, reflexivity, the trail audit and triangulation are all confirm ability approaches that the researcher employed to make his inquiry to replicate more objectivity. The approaches mentioned above have been discussed in other three criteria for trustworthiness. Crystallisation and structural coherence and all reflexivity aspects as well as auditing are adhered to in this investigation.

4.12.5 Strategies for trustworthiness assurance

In order to confirm trustworthiness of this inquiry, the following strategies were used. The participants who are frequently faced with various learner disciplinary problems were purposively-selected from the available list of schools supplied to the researcher by the Hardap Regional Council. As a result, information-rich data were captured through the open-ended qualitative questionnaire and semi-structured individual interviews. For each interview, the researcher made use of an audio-recorder to record the transcription verbatim and the participants were asked comment on the accuracy of the transcripts. To enhance the trustworthiness of the inquiry, the researcher also used the following strategies, as suggested by (Creswell,

2014): errors from the transcripts were checked; and the researcher constantly compared the data with the codes to ensure that there was no deviation between the definition and connotation of codes.

4.13 ETHICAL CONSIDERATIONS

In any investigation, it is the responsibility of the researcher to conduct the investigation in an ethical way because failing this, the scientific process is undermined and could have serious negative consequences. It is pointed out by Mouton (2016) who advised that any person involved in a social science investigation needs to know of the common principles shared by researchers regarding what is proper and improper in conducting research. Therefore, for all education researchers, the central consideration is ethics (Tracy, 2016), and when the researcher conducts the inquiry without sufficient care, lack of moral values and a lack of ethics, the participants could be potentially negatively affected (Wanja, 2014).

This view is supported by Merriam and Tisdell (2016) who argued that within every discipline, it is unethical to gather data without the awareness of the participants and their informed consent. Hausiku (2015) advises that the researcher should respect the independence of all individuals taking part in the research. Therefore, it is important for the researcher to understand the ethical principles that ought to be applied when conducting research. In this inquiry, the following ethical issues were considered.

4.13.1 Authorisation to Conduct the Research

To conduct an investigation at an institution such as a school, permission has to be obtained before any data may be gathered. In this research, the researcher first sought approval from the UNISA ethics research committee to start the investigation; permission was granted, and an ethical clearance certificate was issued (see Appendix B). Thereafter, authorisation was sought from the Hardap Director of Education to carry out the inquiry in her region (see Appendix C). Written authorisation was consequently received from the Hardap Director of Education (see Appendix D). In addition, the researcher sought approval from the school principals of the six high schools of the Auob Circuit in Region of Hardap to conduct his inquiry

at their schools (Appendix E). Furthermore, participant teachers of the six selected schools in the Hardap region were issued with invitation letters inviting them to participate in the investigation prior to the commencement of the investigation (Appendix F). The researcher obtained the necessary permission on an informed consent form (Appendix G) from the participant teachers after honestly and thoroughly informing them regarding the aim of the research.

4.13.2 Informed Consent

Informed consent according to Makendano (2016) means that participants' voluntary participation should be based on the complete comprehension of the possible risks involved. In the Hardap region, participant teachers were provided with adequate information about the investigation prior to data gathering. In this investigation, participants were also offered enough information with regard to the objectives of the study; the measures to be taken; potential disadvantages and advantages of participating; the researcher's credibility; and the manner in which the findings would be handled. The teachers were further informed of their right to abstain from participating in the inquiry or withdraw their consent to participate at any time without any question or penalty (Hausiku, 2015). The clear explanation given enabled the participating teachers to make an informed decision on whether to take part in the inquiry or not.

McMillan and Schumacher (2015) describe informed consent as the process of obtaining approval from persons to participate in the inquiry before the research commences. The participants were asked to sign a consent form before they participated in the study. The consent of all participant teachers was obtained (see Appendix G). The confidentiality, privacy, and anonymity of the participants were likewise assured and secured by the researcher.

4.13.3 Confidentiality and Anonymity

In any inquiry involving people, the researcher must be mindful, vigilant, accountable and respectful (Mouton, 2016). According to McMillan and Schumacher (2015), the personal information of participants should be regarded as private except where otherwise permitted by means of informed consent. In this inquiry, the participants' right to confidentiality was respected, as no private or confidential information was

revealed and the names of the participants and those of their schools were not mentioned in the gathering of data; therefore, their confidentiality was not compromised. To ensure the confidentiality of any information given, only the researcher had access to data and no concealed media were used. The above was established in the following ways: gathering information incognito and reporting only group instead of individual outcomes. The names of the 24 participant teachers and those of the participating schools were not revealed but they were identified as School A, B, C, D, E and F and P1 to P24 respectively.

4.13.4 Dissemination of the Research Findings

In this inquiry, no value judgements were made of any actions taken by the participants regarding the management of learner behaviour. Participants were kept informed of the results of the research by providing a copy of the final thesis to each of the six selected secondary schools' libraries and each of the 24 participants were given a copy as a mark of the researcher's appreciation for their participation (Maree, 2015). This ensured the inquiry was of scholastic and of personal value to the researcher as well as participants (Elias & Theron, 2015).

4.13.5 Voluntary Participation

In this inquiry, participants were not coerced in any way to participate in the research. Participation was completely voluntary. In the event of any emotional risks, the members were advised beforehand that they had the right to withdraw from the research at any time without consequences (Leedy & Ormrod, 2015); that they could refrain from responding to any question that made them uncomfortable; and that they needed to indicate their emotional discomfort, if any.

4.13.6 Deception

During this study, no deception was used. In other words, there was no concealment of information, and presenting improper information to guarantee participation of members was regarded as unethical (Makendano, 2016).

4.13.7 Violation of Privacy

According to McMillan and Schumacher (2015), any investigation including human beings should respect the right to privacy of participants. In this investigation, the

participants' privacy was always secured (Maree, 2015) and no concealed media such as video cameras, one-way mirrors or microphones were used (Creswell, 2014; Makendano, 2016). McMillan and Schumacher (2015) explained that the approach for guarding privacy is to keep the information, containing both paper copies of answers and electronic forms of data, in a manner that offers protection of the identity of participants. This was achieved by locking the data with locks, as well as eradicating any connecting information. For the sake of this research, information will be stored for a period of five years in a lockable cabin.

4.13.8 The Researcher's Actions and Competence

Mouton (2016) maintains that in any inquiry, the researchers are morally obliged to make sure that they are proficient and skilful to carry out the research they have proposed. In this inquiry, the researcher ensured that he was competent to undertake the inquiry study. This implies thorough preparation before embarking on the project and by requesting the participation of participants. The researcher in this inquiry adhered to the highest possible standards that guide educational research by making sure that the whole work was scholarly, scientifically and professionally completed in deriving any knowledge and acting in truthful way and with integrity. Throughout this inquiry, no value judgements were made under any circumstances. To avoid any form of plagiarism, in this inquiry, the researcher was mindful of how other people's work was paraphrased or quoted by making sure that they were appropriately cited and duly acknowledged by crediting and referencing all authors. Incriminating acts such as falsifying other people's work and presenting them as his own or fabricating any information was also avoided (Anayo, 2014).

When reporting his results, the researcher made sure not to omit any vital information provided by the participants nor falsify the participants' evidence to suit the researcher's opinion or pre-empted outcome (Best & Kahn, 2016). The researcher is competent as he possesses a Bachelor of Arts Degree, a post-graduate diploma in education (PGDE), an Bachelor of Education Honours degree and Master of Education Degree. For eight years, the researcher has been teaching at high school level. In this inquiry, the researcher conducted the research competently, and fairly acknowledged the people who contributed guidance or assistance and all the findings were fully recounted without bias. Wide-ranging

literature on the research methodology and design as well as the research topic related was investigated. The investigation was supervised by a University professor who specialised in supervising qualitative inquiry projects. To ensure that all ethical issues were in place, the proposal of this inquiry was submitted to the higher degree committee of the Department of Educational Leadership and Management and each chapter was put through the plagiarism detection device, Turnitin.

4.14 CROSS-CHECKING OF LITERATURE

Cross-checking of literature is done to know the similarities and the differences between the literature and the topics, themes and categories from the results of the inquiry (Creswell, 2014). However, Makendano (2016:103) opined that some themes might be present in the literature that do not appear in the results of the present inquiry.

4.15 CHAPTER SUMMARY

The fourth chapter explored the research methodology as well as the design employed for this inquiry. This inquiry is positioned within the interpretive paradigm and followed a qualitative strategy which focused on the extent to which teachers experienced and managed learner behavioural problems in their schools. This research employed a case study design which is qualitative in nature. The purpose and the characteristics of the qualitative inquiry approach were discussed. The inquiry was conducted at six purposively selected settings in the Auob Circuit in the Hardap region of Namibia. In this study, the purposive sampling method was used to select the six secondary schools as well as 24 participant teachers for this study. Data-collection instruments such as open-ended questionnaires and interviews were used to gather information. The ethical issues that were taken into consideration before and during the inquiry were also outlined. The study also addressed the issue of trustworthiness and credibility. The logical procedures/steps shadowed in analysing the data to arrive at answering the inquiry questions were also described by the researcher. The selection of participants' in the interviews and qualitative open-ended question was discussed. Cross-checking with literature was also addressed. In the next chapter, the main research findings gathered through semi-structured individual interviews and qualitative open-ended questionnaire are extensively analysed, interpreted, presented and discussed to answer the research

questions. The findings are presented and discussed in the light of the literature review in Chapter 2 and theoretical framework in Chapter 3 that guided this inquiry.

CHAPTER 5

ANALYSIS OF RESULTS

5.1 INTRODUCTION

This chapter follows on from the previous Chapter 4, which discussed the procedures, methodology and design used in this investigation. In Chapter 5, the main findings of the research gathered through semi-structured individual interviews and qualitative open-ended questionnaire are extensively analysed, interpreted, presented and discussed to answer the six main research questions. As pointed out by Merriam and Tisdell (2016), the data being qualitative in nature is more open to ambiguity and therefore requires the identification of key themes for it to be properly interpreted. McMillan and Schumacher (2018), on the other hand, advocate that the process of presenting and analysing data is combined in the approach which is holistic in nature. Creswell (2014) notes that data analysis should consider the research questions, the data relating to previous research results as well as concepts derived from the literature.

This investigation adopts Creswell's (2014) holistic approach for analysing, interpreting and presenting the gathered data/information. In this regard, the process of analysing data as suggested by Patton (2015) consisted of arranging and classifying data for analysis, then reducing the results into themes through the process of coding, and finally presenting the information by way of a discussion. In this inquiry, the results are cross-referenced to the existing literature with the key themes under discussion.

5.2 THE AUOB CIRCUIT IN THE HARDAP REGION OF NAMIBIA

This investigation was conducted at six schools in the Auob Circuit, Hardap Region, Namibia. Interviews were conducted at three secondary schools located in the town of Mariental, and open-ended qualitative questionnaire were administered at three secondary schools located approximately 100-140 km from the town of Mariental in the remote areas of the Auob Circuit, Hardap Region, Namibia. The routes leading to these geographical areas consist of gravel roads which are rough, extensively damaged and unsafe for travel.

5.3 PARTICIPANT TEACHERS' CHARACTERISTICS

In this research, 24 participant teachers from six purposively selected schools served as participants. These participants were chosen since the researcher believed that they were data-rich and knowledgeable and that they could provide their perceptions, understanding and experience on the phenomenon of learner behaviour in detail.

5.3.1 Characteristics of Participants – Semi-Structured Individual Interviews

The main characteristics of the teachers who participated in the individual semi-structured interviews are summed up in Tables 5.1, 5.2 and 5.3 as provided here below. For anonymity this is done since the participants might be known to their readers but without their identification being revealed. They are coded as P1 – P12 and these codes are used when they are quoted in the sections that follow.

Table 5.1: Characteristics of participants of School A

Teachers	P1	P2	P3	P4
Gender	Female	Male	Female	Male
Teaching Experience (years)	1-10	1-10	1-10	11-20
Occupational Rank	Teachers	Teachers	Teachers	Head of department (HOD)
Level of teaching	Junior secondary	Junior secondary	Junior secondary	Junior secondary

Table 5.2: Characteristics of participants of School B

Teachers	P5	P6	P7	P8
Gender	Male	Male	Female	Female
Teaching experience (years)	1-10	1-10	1-10	1-10
Occupational Rank	Teacher	Teacher	Teacher	(HOD)
Level of teaching	Junior secondary	Junior secondary	Junior secondary	Senior secondary

Table 5.3: Characteristics of participants at School C

Teachers	P9	P10	P11	P12
Gender	Female	Male	Female	Male
Teaching experience (years)	1-10	1-10	11-20	1-10
Occupational Rank	Teachers	Teachers	Teachers	Principal
Level of teaching	Junior secondary	Junior secondary	Junior secondary	Junior secondary

In this inquiry, the interviews were used to gather data from 12 teachers from the three purposively-selected secondary schools in the Auob Circuit, Hardap Region, Namibia which are located within the town of Mariental. In this investigation, earlier preparations were telephonically made with the school principals of the selected school to choose a classroom where the semi-structured individual interviews would be conducted. All the interviews were conducted after school hours. In this regard, the daily teaching and learning activities were not disturbed. English was used during the interviews since participants could understand and speak English. The summary of the participants who took part in the interviews with regard to their genders, teaching experiences, occupational rank and the level of teaching as shown above in Tables 5.1, 5.2 and 5.3 are as follows:

- Gender: As shown in the tables above, 12 teachers took part in the interviews. In this regard, six were men and six were women.
- Teaching experience: Most of the participant teachers indicated that they had adequate years of experience teaching at secondary level. This ranged from 1 to 10 years.
- Occupational rank: Out of 12 teachers, nine confirmed that they were teachers; two were HODs, while one was a school principal. This suggests that their answers would be dependable. It was unlikely that these participant teachers would provide false evidence regarding the phenomenon of learner discipline at their respective schools.
- Teaching level: Of all 12 participant teachers, 11 teachers were in junior secondary schools while one taught at senior secondary school level.

5.3.3 Characteristics of Participants – Qualitative Open-Ended Questionnaire

In this section, the main characteristics of the teachers who participated in the completion of the open-ended qualitative questionnaire in this inquiry are summarised in Tables 5.4, 5.5 and 5.6 here under. They were identified by the codes P13 – P24.

Table 5.4: Characteristics of School D participants

Teachers	P13	P14	P15	P16
Era	51-60	20-30	20-30	20-30
Gender	Male	Male	Female	Female
Marital status	Married	Single	Single	Single
Highest qualification	B.Ed. (Hons)	B.Ed. (Hons)	B.Ed. Degree	B.Ed. (Hons)
Teaching experience (years)	31-40	1-10	1-10	1-10
Occupation rank	Principal	Teacher	Teacher	Teacher
Level of teaching	Senior secondary	Senior secondary	Senior secondary	Senior secondary

Table 5.5: Characteristics of School E participants

Teachers	P17	P18	P19	P20
Era	51-60	41-50	41-50	41-50
Gender	Male	Female	Male	Male
Marital status	Married	Married	Single	Married
Highest qualification	Higher Education Diploma (HED)	Lower primary teacher certificate (LPTC)	Basic education teachers diploma (BETD)	Grade 12
Teaching experience (years)	31-40	1-10	1-10	1-10
Occupation rank	Senior Teacher	Teacher	Teacher	Teacher
Level of teaching	Senior secondary	Junior secondary	Junior secondary	Junior secondary

Table 5.6: Characteristics of School F participants

Teachers	P21	P22	P23	P24
Era	20-30	20-30	20-30	20-30
Gender	Male	Female	Female	Male
Marital status	Single	Single	Single	Single
Highest qualification	B.Ed. Degree	BETD	B.Ed. (Hons)	LPTC
Teaching experience (years)	1-10	1-10	1-10	1-10
Occupation rank	Teacher	Teacher	Teacher	Teacher
Level of teaching	Senior secondary	Junior secondary	Senior secondary	Junior secondary

In this investigation, the data were gathered from 12 teachers by means of open-ended qualitative questionnaire. Earlier preparations were done with the school principals of the selected schools to select a proper classroom where the participants could complete the questionnaires. At all three secondary schools, the questionnaires were completed after school hours. The daily teaching and learning activities were not disturbed. In this research, English was used to complete the questionnaire since participants could speak, read, write and understand English. A summary of the participants with regard to their ages, gender, marital status, highest qualifications, teaching experience as well as the teaching levels as provided above in Tables 5.4, 5.5 and 5.6, is presented below:

- Age: Two were between 51 and 60 years; three between 41 and 50 years while seven were between 20 and 30 years old. This shows that most of these teachers were middle-aged. This further indicates that these participant teachers were still active and healthy enough to maintain learner discipline at their schools.
- Gender: Seven participants were men and five were women.
- Marital status: Out of 12 participants, four were married while eight were single.
- Highest qualification: The above tables indicate that most of these participant teachers were qualified to teach at secondary school level. For example, four had Bachelor of Education (BED) (Hons) degrees (Honours degrees), two had BED degrees, one had an HED, two had a BETD, two had an LPTC, while only one

had a Grade 12 certificate. This indicates that all have been trained to teach and to appropriately deal with learner disciplinary problems at secondary school level.

- Teaching experience: From the tables above, most participant teachers indicated that they had adequate teaching experience at secondary level ranging from 10 to 40 years. This implies that they all have enough experience to handle learner discipline at secondary level.
- Occupational rank: As indicated in the above tables, one principal, one senior teacher and 10 teachers completed the questionnaire. Some teachers indicated that they held senior management posts at their schools such as senior teacher and principal. This suggests their answers were probably reliable. It is unlikely that these participants would give false information or evidence concerning the issue of learners' discipline at their schools.
- Teaching level: The tables above show that out of the 12 participants, seven taught a senior secondary school level while five taught at junior secondary school level.

5.4 THE KEY THEMES FROM THE INTERVIEWS

In this inquiry, a semi-structured individual interview schedule (Appendix H) containing nine questions was used by the researcher to gather data from the 12 participant teachers of the three-purposively selected secondary schools located within the town of Mariental, of the Auob Circuit, Hardap Region, Namibia.

5.4.1 Question 1

To what extent are you teachers able to manage learner discipline at your school?

With regard to research question 1, the findings were that discipline was well managed, learners were involved in drafting school and classroom rules and a demerit system was in place. These were the key three themes that emerged from the interviews.

5.4.1.1 Well managed

Most of the participants revealed that learner discipline is well managed at their schools. These sentiments were put forward by P1, P2, P4, P5, P7, and P9 & P12. Sample extracts are presented below:

P1: *“Learner discipline at our school is well manage to the best of my ability and I think the learners in my class are very respectful and only few troubles with the lower grades.”*

P4: *“I think, in my class and school level, learner discipline is properly managed, and discipline is very high.”*

P7: *“In my class, I am managing it very well and it all depends on the situation.”*

P12: *“Because of the class groups (Grade 8s) which I am teaching it is quite manageable.”*

Discussion 1

The responses given by participants indicate that learner discipline is well managed at their schools. Most of these participants indicated that learner discipline at their respective secondary was well managed and also said that learners in their classes were very respectful, but it depended on the situation. According to Van As (2016), teachers are responsible for proper management of a positive instructional environment in their schools. In support of the views above, Antonio (2017) explains that teachers have the duty to provide excellent instruction to learners, managing classes and create a good and caring learning environment and employ the right strategy for each individual learner.

In this regard, teachers as classroom managers are accountable for all teaching and learning activities that take place in schools and everything associated with these activities as argued by Rosen (2016). Canter (1997) is of the view that teachers who know how and when to instil good behaviour, use steady and regular negative penalties when learners elect to break the rules, but only as a last resort. The assertive discipline theory of Canter sets out a scheme for dealing with behaviour at the time when it takes place. This distinguishes it from other discipline theories because the strategy makes the learner answerable for their behaviour and resulting consequences (Porter, 2017). Teachers are therefore encouraged to direct learners to judge their own conduct, as an alternative to the teacher pronouncing judgement on their deeds (Zaibert, 2016). In this regard, Ramsey (2018) further affirms that teachers should be focused and assist learners to accept responsibility for their actions.

5.4.1.2 Involving learners in school and classroom rules drafting

It is important that learners remain included in the drafting of both school and classroom rules. In so doing, this will enable learners to respect those rules as they will not feel as if those rules are enforced on them by teachers. This is visible responses of participants P2, P8, P10 and P11. For example:

P8: *“Normally, we have classroom and school rules which we do with our learners during the first week of the year. Why do we do this, is to remind them if they do something wrong, and show them that we come up with these rules, now you are breaking them-rule number one or two. This helps to maintain discipline.”*

P10: *“There are certain school rules as well as the classroom rules that are guiding is in maintaining discipline even us teachers you are guided by those school and classroom rules.”*

Discussion 2

The continuous misbehaviour of learners in Namibian schools makes it very difficult for teachers to teach effectively at their schools. The results showed that learner misbehaviour in schools has become like a disease that is transmitted from one school to another or from one problematic learner to another. School and classroom rules should be made to guide the conduct of learners. Where there are no proper rules and regulations, there is chaos and confusion. Therefore, it is important for learners be included in the drafting in both school and classroom rules. Involving learners in drafting school rules and regulations is seen by Koki (2015) to be one of the best strategies teachers can use to address poor learner behaviour in schools. The views above are supported by Mushaandja (2016) who states that teachers and learners must cooperate when creating, managing and amending the set of school laws.

In this regard, learners can only conform to rules that they have contributed in formulating. Woolfolk (2018) argues that if they (learners) participate in the drafting of school and classroom rules, they will respect those rules, rather than the rules which are made by teachers alone as they will regard those rules as imposed upon them by the authority. Antonio (2017) advises teachers to circumvent making lots of rules as learners may find it difficult to recall all of them and will therefore take them

less seriously. In support of Mushaandja (2016), Dreikurs (2016) encourages teachers and learners to work together to prepare a set of rules for their schools and classrooms at the beginning of school year and must connect those rules with the reasonable consequences, should learners break the rules. In support of Dreikurs (2016), Glasser's theory of choice acknowledges the need to involve learners in drafting school and classroom rules which are reasonable. It is contended by Mohapi (2013) that when learners are involved in creating the school and classroom rules, quality education will occur as improper behaviour will be minimised.

5.4.1.3 Demerit system

Physical castigation is not allowed in Namibian schools, so alternative measures ought to be used by teachers when maintaining learner behaviour in schools. One such measure is the demerit system. This is a system where learners accumulate certain marks or points for offences they commit, like coming late to school, class disruptions or walking around without permission. These views are evident in the responses of P2, P9, P10 and P11.

P9: *"We introduced a disciplinary system, a demerit system as we call it, where learners are accumulating certain marks or points for certain offences they commit, like coming late to school, without a doctor's certificate or if they are disrupting the classes, or walking around school and so on, there are different points that are allocated for different offences. That is the system that we have done as far."*

P10: *"We are able to manage learner discipline in the sense of having a demerit system in place. If the demerit system reaches a certain amount of points, I think it is 200+300 points, then the learner is suspended from school and the process begins for expelling the learner. Apart from that, there is not much that we can do."*

P2: *"We have a violation system so if a learner misbehaves in class or does not do his/her homework, or comes late to school on a regular basis or after break, or eats in class, or swears, or any transgression then he or she will get a violation."*

P11: *"Whoever they do for the record purpose we give violation and we give points, and then it goes on step by step to the disciplinary committee, calling of the parents, the board members, until the final decision will be taken."*

Discussion 3:

According to Mwamwenda (2018), a demerit system is a system where learners accumulate points for offences they commit. Brunette (2018) suggests the use of a transgression file for recording demerits, and when they reach certain number of points (e.g., 300 points), the learner is either suspended or expelled from school. After analysing Dreikurs' findings, Mushaandja (2016) concluded that chastisement is not punishment, but a way of assisting learners to better their behaviour.

Dreikurs (2016) emphasises proper alternatives and that taking responsibility for individual actions is learned by recognising the consequences of behavioural choices, whether good or bad. Dreikurs (1971) suggests that teachers should not use punishment but should rather use other methods such as the demerit system and encouragement. In support of Dreikurs (1971), Glasser (2009) is of the view that chastisement must not be used and encourages teachers to use alternatives such as encouragement and the demerit system which are non-violent disciplinary measures. The theory of choice by Glasser provides that encouragement and the demerit system are some of the most important implements that teachers can use in assisting learners to improve their self-discipline.

5.4.2 Question 2

What is your experience with regard to the management of learner discipline at your school?

The answers to this question point to lack of teamwork, learners taking chances and very difficult as the key three themes that emerged as participant teachers' experience regarding learner discipline management in their respective secondary schools.

5.4.2.1 Lack of teamwork

In this study, participants revealed a lack of teamwork among teachers in their schools. For instance:

P6: "Let me say that teamwork is a bit of a concern when it comes to managing discipline, many a time we are preaching, especially during our devotions when staff members get together in the staff room, we speak a lot about discipline but once we

get to our classes the response is not the same in addressing the issue that we are discussing in the staff room as staff members. So that cooperation among staff is a bit of a concern.”

P1: “I think we can do better if everybody works together, as a team, but really teamwork among us teachers is lacking when it comes to learner discipline management.”

Discussion 4

The answers given above suggest that teamwork is lacking among high schoolteachers particularly when it comes to maintaining learner behaviour. According to Antonio (2017), the maintenance of learner discipline in schools is not a one-man-show, but it requires proper teamwork from all teachers. In support of Antonio (2017), Makendano (2016) similarly states that the maintenance of learner discipline in school cannot rely on teachers alone to maintain discipline; it requires a collective effort from all interested stakeholders in education like religious leaders, security forces, parents, psychologists, learners, doctors, teachers, school counsellors, disciplinary committee members, members of the school board and the Education Ministry. In this regard, the responses of the above participants suggest the involvement of other stakeholders as one of the best strategies to use when managing learner behaviour at their schools. Meador (2017) states that it is the responsibility of stakeholders who are determined to improve the learning environment to maintain the school community. In support of Meador (2017), Gichohi (2015) maintains that managing learner behaviour in learning institutions is not an easy task, and it needs the involvement of everyone. It goes without saying that everyone in a school who is involved in the education of learners must work together and have a common understanding when it comes to disciplinary matters. As literature has shown, all stakeholders, parents, learners, teachers, counsellors, police need to work together to ensure that a school is the place where good teaching and learning can take place.

The theory of choice by Glasser acknowledges the need to motivate all stakeholders in a school by involving them in decision-making about issues related to learner behaviour (Aboluwadi, 2015). The Glasser theory of learning behaviour is founded on non-violent discipline. He portrays naughtiness as a bad option and proper

behaviour as a good option and urges teachers to create classroom rules (and the cost of contravening these rules) and to engage learners in this course. In support of theory of choice by Glasser, Lilemba (2018) claims that short of the dedicated involvement of every stakeholder in education, the vision of quality education cannot be achieved. In support of Lilemba (2018), Mushaandja (2016) is of the view that the significant power of Glasser's choice theory lies in the necessity for motivating learners in schools as well as including them in decision-making with regard to issues related to their discipline.

Amutenya (2016) believes that through the choice theory, learners are allowed to discover a means of accomplishing self-actualisation, self-assurance and self-improvement to be capable of engaging themselves in free learning. Consequently, a mixture of stimulation and counselling for learners might be appropriate for working with difficult learners at school. In addition, Hamm (2003) suggests that the solution of involving other stakeholders like learners is to decrease violence is what he considers can be done in every school, and to decrease the amount of discontented learners. Kapueja (2014) affirms that stakeholders such as learners, teachers, parents, teacher counsellors, members of the security services and school board members should be part of education transformation in their schools as their essential roles are spelled out. There are shortcomings in the line ministry's inaction to transform the policy of education on discipline and implement stricter strategies to manage learner behaviour in all Namibian learning institutions (Cawood, 2007).

5.4.2.2 Learners taking chances

During this investigation, participants pointed out that learners take chances when it comes to learner discipline. These views are expressed by P2, P3, P5, P9 and P12. Extracts from the interviews are given below:

P2: *"Nonetheless, there are some classes where the learners will take some chances, especially when it comes to some female teachers that have a problem with the language barrier."*

P5: *"At our school, some learners took chances of getting away with a murder case at the regional office, if they were expelled. The reason why I am saying this, we had cases that learners have been expelled at school and they went straight to the*

director and then the director referred them back to school, namely, to take them back. So, they actually get away with murder, these learners.”

Discussion 5

The responses given above by participants, suggest that learners are taking chances in school by evading the law due to the long process involved when it comes to the finalisation of learners' disciplinary issues. The views above are consistent with the participants' views provided through semi-structured individual interviews stating that, *“At our school, some learners took chances of getting away with a murder case at the regional office if they were expelled. The reason why I am saying this, we had cases where learners have been expelled at school and they went straight to the director and then the director referred them back to school, namely to take them back, so they got away with murder, these learners.”* In support of the views above, as stressed by Legal Assistance Centre (2018), since physical punishment was eliminated in schools, learners have been taking chances as they all know that they cannot be physically punished anymore; hence the escalation of learner disciplinary problems in schools. In this vein, the researcher agrees with other researchers who state that undisciplined learners are noisy, bullying, play truant, are rude and disrespected, abuse alcohol and drugs, physically fight each other and their teachers and are said to have an ‘I don't care’ attitude (Antonio, 2017; Mushaandja, 2016; Oosthuizen, 2018).

In support of the above, rules can create problems, as suggested by Marshall (2004). If rules are vague and are perceived as unfair or are inconsistently enforced, he argues that such rules will allow learners to find loopholes which will then help them to evade the consequences. One of the universal motives put forward by Curwin and Mendler (1984) is that the main cause of failure in providing suitable consequences is the school-wide rules that are recognised by school committees in which the teachers and learners are not included. These views are supported by Brunette (2018) who expressed a concern that learner behaviour in Namibian schools broke down when they found that there were very few consequences for misbehaviour, even for serious offences, adding that learners' respect for schoolteachers was suddenly lost. This claim was affirmed by Mushaandja (2016)

who stressed that learners laughed at teachers when they tried to manage learner behaviour in their classrooms just to provoke to anger.

5.4.2.3 Very difficult task

In response to research question 2, some participants indicated that managing learner discipline was a very difficult task nowadays. This is consistent with the views put forward by P3, P7, P8, P9 and P11.

P11: *“The management of learner discipline at our school has become a very difficult task because most of the learners are trouble, some and time and again they are given counselling because of their disciplinary problems. But they keep on doing the same things.”*

P3: *“I as a teacher for science, find it very hard specially to teach in a disruptive, noise class where I have to complete my activities in a given time frame, which result in other activities to be completed at home.”*

P7: *“It is very difficult to maintain learner discipline at our school, because here at this school, the learners are more protected by their parents and the so-called education policy of (2001). So, you as a teacher is also a bit scared to discipline the learner to be reported to the police or taken to court.”*

Discussion 6:

The misbehaviour of some learners in the Namibian schools has reached an alarming level. Consequently, makes it very challenging for teachers to properly manage learner behaviour. According to Edinyang (2017), the problem of learner discipline among high school learners is experienced in public schools in many countries, including Namibia, and this has been a great concern for different stakeholders in education. Marshall (2012) contends that proper management of difficult learners is viewed as a talent that some teachers have while others do not. It is suggested by Woolfolk (2018) that discipline is not retribution but is really a means of supporting difficult learners to improve themselves. After analysing Dreikurs' findings, Mushaandja (2016) concluded that discipline is not punishment but is a means of assisting learners to improve their behaviour.

In support of Mushaandja (2016), Mwamwenda (2018) emphasises self-worth where difficult learners must feel proficient in completing tasks, have a sense of belonging and believe that they can connect with the teacher and other learners. Marshall's theory of punishment, discipline without stress or reward suggests that teachers require the system of coherent classroom management. Marshall's (2012) idea was that efforts of school administrators and teachers to encourage difficult learners by advising, rewarding, cajoling, urging, demanding and punishing them are external strategies which cannot assist difficult learners to become responsible. For this reason, the actual purpose of the discipline model of Marshall is to instil in difficult learners the necessary skills to enable them to be responsible both in school and out of school. In support of Marshall (2012), Brunette (2018) states that, in the past, children received proper teaching at home on social skills where individuals were required to be successful in the classroom and in the community, but nowadays learners no longer receive such training at home. Anayo (2014) is of the view that the old-style mode of disciplining which includes giving rewards when learners obey and punishing them when they have disobeyed as well as administering the consequences is forced and manipulative. Glasser (2005) concludes by cautioning that, if we do not give proper concentration to what learner needs, we will keep on having difficulties in teaching effectively.

5.4.3 Question 3

In your experience, what are the causes of learner indiscipline at your school?

The answers to question 3 above revealed children's circumstances at home, peer pressure, teachers and learners as the major four themes that emerged as the contributing factors to learner discipline at their schools.

5.4.3.1 Children's circumstances at home

The way children are brought up, and the circumstances in which children found themselves can influence their behaviour. In this inquiry, the child circumstances at home have been revealed as one of the contributing factors to learner misbehaviour in schools. These sentiments are noted by P1, P5, P8, P9, P11 and P12. For instance:

P1: *“One because I can think about is the child’s circumstances at home. They bring it to school if they do not get disciplined at the house.”*

P5: *“I can believe it can be circumstances at home that might contribute to ill-discipline of these learners. They are the problems here at school and cause problems for us teachers by insulting us, fighting each other and even us teachers.”*

P11: *“As for me, I say may be the community influence or circumstances where the children are, because looking back to other places it depends also culture to culture how people behave, so maybe influence in their community or culture-wise or circumstances where they live is contributing a lot because our children, it is like maybe a back home that is the back ground at home so they are not being told not to do so that is why when they come here, they give us tough time and I am just thinking it is the back ground back home in the community or circumstances at home which is causing all these bad behaviour influence.”*

P2: *“The circumstances or the surrounding of the learners from where they come from, it might be that they are not coming from a much disciplined environment and that can also be a problem.”*

P12: *“I think this has more of social problems, a number of the learners are coming from child-headed households, some of them are coming from households where their parents or their guardians might be too involved in the social ills outside, alcohol abuse, drug abuse, not being at home, no parental duties at home. And then these learners are kind of growing up in an environment where they are alone, or as if they are raising themselves ... And they themselves do not respect their parents, and they do not have any respect for authority. That is why I think it comes from the circumstances how they are raised at home.”*

Discussion 7

According to Nzuve (2018), different circumstances in families have a greater influence over the learner’s behaviour than what takes place at school. Brunette (2018) states that within the intimate living space of the parents’ home, the foundations are laid for the child’s future psychological, physical, emotional and social life. In support of Nzuve (2018), Belle (2018) is of the view that the future behaviour of the child is simply influenced by the way he or she is brought up or the

environment in which they are brought up. Mutte (2017) cautions that it is therefore important that children be correctly brought up for the betterment of their future. Experience has shown that the way the learner or child behaves at school is a mirror of how they live and behave in their home environment. This implies that the poor misbehaviour of learners at schools automatically reflects the incorrect way those particular learners were brought up (Amutenya, 2016). In this regard, Timothy (2015) added that lack of discipline among learners is the mirror of what is taking place in the society in which they live. Londa (2017) suggested that punitive problems may arise as a result of the home environment where the learner comes from.

In the same vein, Ndamani (2018) posited that the problem of unwanted discipline amid of learners is an indication of the morals and deeds of their community. This view is supported by the research of Ozigi (2018) who found parents as people who contribute to learner's indiscipline as poor examples. Personal experience has shown that poor achieving learners may be the result of poverty at home, absent parents or empty stomachs and not necessarily because of misbehaviour. Esire (2016) appealed to teachers to encourage parents to provide an ideal home for their children to the best of their ability. In support of Ozigi (2018), Dreikurs (2014) considered that the family plays a key role in fulfilling the learners' need for social belonging as well as proper learner behaviour which can only take place in a setting which is democratic in nature. Bandura (1977) was of the view that social learning is education that occurs withing the social context. Bergan and Dunn (2017) suggested that social learning takes place through observing what other people do and imitating them. Bandura (2017) stressed that the social learning theory provide a wider explanation for both proper as well as improper outcomes of the behaviour, while Mushaandja (2016) argued that learners' behaviour, as held by the social learning theory, is not influenced by psychological or cognitive factors alone but environmental factors as well. In this vein, Bandura (2018) argued that if individuals have to merely depend on the consequences of their own actions to inform them what to do, then education could be extremely laborious if not dangerous. These views are supported by the research of Woolfolk (2018) who found that social learning was influenced by the process of interaction between children's cognitive development, their attitude and their environment.

5.4.3.2 Peer pressure

In this study, most of the participants have pointed to peer pressure as one of the instrumental factors in learners' misbehaviour in secondary schools. These sentiments are put forward by P2, P5, P7, P9, P11 and P12.

P2: *"But I think the biggest one that we are faced with is the peer pressure, the pressure amongst learners. Sometimes you will find that some learners who are much disciplined are influenced by their friends who are undisciplined."*

P5: *"Peer pressure is a second one that also contributes to ill-discipline, you will find that due to peer pressure some learners will find themselves bunking classes, drink alcohol or smoking marijuana or drugs which they have never did before."*

P9: *"Peer pressure, the fact that my parents cannot afford certain clothes, certain things that I need in life or that I see to others, some learners due to peer pressure will end up influenced by her/his peers to indulge in doing evil things like, stealing, promiscuous sexual activities, drinking beer, smoking drugs and many more other things which will end up destroying his/her future life."*

Discussion 8

Research has shown that children are easily influenced by what they hear and see among their peers and their living environment and want to bring those things into their schools (Mwamwenda, 2018; Makendano, 2016; Woolfolk, 2018). Similarly, Antonio (2017) expounded on this view of discipline by claiming that how the learner speaks, walks, eats, learns and believes is influenced by friends. It is suggested by Esire (2016) that the most important determinants of the adolescents' self-image and behaviour are determined by the need to belong to and identify with a friend which might shape a way of life within the learning institution which may result in the development of a rebellious group. Yusuph (2017) explained that due to poor choices of friends, learners sometimes found themselves doing certain things which they were not even prepared to do just to satisfy their peers even if they knew for sure that what they are doing was totally wrong; for example, theft, skipping classes, alcohol and drug use. This view is supported by the research of Magwa and Ngara (2014) who found that when the deviant learner interacts constantly with deviant friends, the deviant learner will become even more deviant. Varma (2018) stated that

the games they played, how they dressed, and preferences for food were often indicators of the group's likes and dislikes. Dreikurs (2016) is of the view that learners searched for attention from fellow friends by displaying unexpected behaviour such as bullying, drinking alcohol and use of drugs.

In support of Dreikurs (2016), Bear (2013) stated that learners want to be recognised as valued members of a group. Dreikurs (1971) contended that each act of the learner is based on the motivation that they are looking for a place in the group. On the one hand, Mwamwenda (2018) affirmed that learners will obey the rules of the group. Therefore, Amutenya (2016) and Cloete (2017) agreed that good company will change the behaviour of the misbehaving learners; likewise belonging to a peer group that dislikes chaos, may assist a problem-maker so that they do not get into trouble with the teachers.

5.4.3.3 Teachers

The behaviour of some teachers cannot be condoned. They do things which bring disrepute to the teaching profession. Therefore, as professionals and people in loco parentis, teachers must act as good role models to many. These sentiments are put forward by P4, P6, P9 and P10.

P9: *"Many times also from the side of the teachers, many teachers are also frustrated due to the work load and other social problems and as a result they end up releasing their frustrations on their learners and sometimes they indulge themselves in alcohol and drug abuse, they come to school drunk, use abusive language."*

P4: *"I think that we the teachers are not keeping the learners busy, so teachers they do not have any fruitful discussions with their learners, and we are not visible or cannot go/move around the school premises, they cannot keep the learners busy, you know if you leave learners alone, and you do not keep them busy learners start doing a lot of things, like making noise, running around, that is why we have problems with discipline."*

Discussion 9

According to Woolfolk (2018), disciplinary problems in schools many arise as a result of the behaviour of some teachers. Pancho (2016) revealed that teachers perpetuate

indiscipline by coming to class unprepared, being absent, or tardiness because of drunkenness. In support of the above view, Felix (2017) asserted that, if teachers came unprepared to class, learners would lose self-confidence and would doubt the capabilities of the teachers. Antonio (2017) agreed with Smith and Amushigamo (2016) explained that, if the teaching methods of the teacher were boring, the resulting learner misbehaviour might be noise making, late coming and truancy. The view above was confirmed by Disgrace (2016) who stated that some behaviours exhibited by teachers led to learner misbehaviour in schools, such as drunkenness (Hausiku, 2015). In support of Hausiku (2015), Bandura (1977) affirmed that teachers can use social learning by being good role models for their learners. Mushaandja (2016) argued that the learners' behaviour as held by social learning theory is not influenced by the cognitive factors alone but the teachers or parents' attitude. Woolfolk (2018) agreed that social learning is influenced by the interaction between the children's cognitive development, their attitudes and the behaviour of their teachers. Bandura (2017) stressed that behaviour is based on observation of what others do.

The theory of Bandura is used in this inquiry to look at how the interaction of teachers and their environment affects the behaviour of their learners. Therefore, the social learning theory of Bandura emphasises learning that falls within a social context.

5.4.3.4 Learners

most of our learners are blamed for the poor behaviour that they show in schools. They do not have any vision, they do not know why they are in school, and they lack respect for others and people in authority. They do not take their education seriously. As a result, they end up failing. This is notable in the responses of participants, P1, P5, P6 and P9.

P6: *"The other part is a lack of vision from the side of the learners. They do not know the purpose; actually, some of them do not know the purpose why they are at school. For example, you will find that some come to school and for the whole day they are roaming around, they are bunking classes."*

P1: *“The children of today do not take their school seriously, they do not care anymore, they really do not care, they do not go to study, they are noisy, very rude, they insult teachers, they do not show respect to anyone, so it is very difficult to be a teacher nowadays. Sometimes, personally, I feel like I am just going to put my books and my bag down and walk away.”*

P5: *“Then the other thing is some learners are not serious at all with school. They come to school and during the course of the day they are bunking classes, so what is the purpose of coming to school, then why can’t they just stay at home? So, these are the things that contribute to ill-discipline in our schools, I believe.”*

Discussion 10

According to Hamm (2003), since the abolishment of corporal punishment in all Namibian schools in 1990, the behaviour of some of our learners has become unbearable and very difficult to control. Amutenya (2016) stated that many learners are to be blamed for their poor behaviour that they exhibit in schools nowadays, adding that they are unruly, noisy, play truant, vandalise school property, abuse drugs and alcohol, steal, assault and insult teachers, deliberately disrupt classes, they lack vision and do not know the purpose of education. This is supported by Hamm (2003) and Hayward (2017). The views above are consistent with the P1’s views.

From the above statement, it appears that learners are to be blamed for their actions as they cause very difficult situations in the schools. In support of the above, Lilemba (2018) and Yusuph (2017) affirmed that the misbehaviour of learners seems to be a major problem in the 21st century in many high schools globally. Woolfolk (2018) confirmed that youngsters nowadays watch many acts of violence on various media – the television or social media – and copy these acts and use them on their friends and teachers in schools.

Glasser (1998) argued that learners need to be intrinsically stimulated or they will seek gratification from bad behaviour. Glasser (2005), however, cautioned that education is not intended to be fun and learners do not recognise the intention of education. In the same vein, Zeeman (2016) argued that the way the national curriculum is offered to the learners and the assessed techniques used can

positively influence the behaviour of the learners. Glasser (2001) agreed that the way teachers teach may also influence learner's behaviour. The choice theory brings learners to a knowledge of their duty to make their own choices about their behaviour and ultimately to be accountable for their actions.

5.4.4 Question 4

Which challenges do you face in managing learner discipline at your school?

The lack of parental involvement, undisciplined learners, alcohol and drugs abuse, educational policies such as the abolishment of corporal punishment emerged as the key five themes with regard to the challenges that participant teachers face in managing learner discipline at their schools.

5.4.4.1 Lack of parental involvement

Teachers complained that parents were not involved in assisting teachers with learner behaviour. Most of the participants identified lack of parental involvement as one of the challenges that they were faced with. This is evident in the responses of P2, P6, P8, P9, P10 and P11.

P2: *"The communication with the parents sometimes is the huge challenge when we try to get the parents to school and to inform them about the discipline of the learners, it takes so long that after two or three weeks the problem was not solved, parents are failing to show up with regard to disciplinary issues and even I we sent them letters to come to school, really they don't come this is a big challenge that we are facing."*

P8: *"Like I said, one of the challenges is when it comes to the involvement of our parents. Sometimes they not even come, you call them, they are nowhere to be seen you set for the hearing, parents are nowhere to be found."*

P9: *"The biggest problem is parental involvement, parents are not involved in the education of their children, and 'out of frustration' some parents have given up on their own children because there is not much hope."*

P10: *"One of the challenges that I personally experience is that of parents, whenever you call them with regard to their learners, it is very hard to get some of our parents."*

Because some will just send you the message that: "I am busy with my own stuff, I do not have time to attend to the nonsense of these children." And then children are just bringing the message as was transmitted by the parents to you. So, that is the major problem that I am experiencing."

Discussion 11

Divergent and sometimes apparently incompatible views of lack of parental involvement separate and even push away parents and teachers (Lemmer & De Wet, 2018). Although governments worldwide have acknowledged the rights of parental participation in their children's education, teachers complain about the absence of paternal involvement in the schooling of their children, stating that the lack of support is a major contributor to indiscipline (Amutenya, 2016)

In support of Amutenya (2016), Nzuve (2018) suggested that the problem of lack of parental involvement and parental supervision may also be the source of learner misbehaviour in secondary schools in Namibia. Amutenya (2016) stated that lack of parental involvement in school activities and assistance with children's homework can affect both the academic achievement of children and the relationships between home and school.

Wanja (2014) argued that if parents were not involved in the maintenance of discipline in schools, it will be very difficult for teachers, learners and principals to do it alone. However, Koki (2015) contended that teachers should help to coordinate school activities that can assist to improve the problem of lack of parental involvement.

5.4.4.2 Undisciplined learners

In response to question 4, some participants identified undisciplined learners as one of the challenges they experience when maintaining learner discipline in their schools. This is consistent with the sentiments put forward by P1, P2, P5, P6, P8 and P10.

P6: *"The challenge we normally face at our school is the ill-discipline of these learners, these learners are bunking classes, not doing their homework as they are*

supposed to do, insulting us, fighting each other, and at any given time they decide okay tomorrow I am not going to school.”

P2: “The challenges that I normally face is that these undisciplined learners do not improve their behaviour even when they have gone through all the procedures.”

P10: “Normally, I should say that the issue of these ill-discipline learners is quite challenging as they are disrupting classes, they are coming late to school, they are bunking their classes now and then, for no apparent reasons.”

Discussion 12

The responses of participants suggest that disregard of authority is a major problem experienced by the teachers in their schools. Participants indicated that challenges such as bullying, fighting and disrespect for authority figures such as teachers, made it very difficult for both instructing and learning to take place properly. Botha (2016) is of the view that even if there are many challenges in schools that force these days, the challenges and the handling thereof will make the difference between teachers enjoying teaching at all. As Brunette (2018) cautioned, it is important that the challenges be handled properly because the outcome will affect education either positively or negatively. Charles (2017) affirmed that when these challenges are seen as multidimensional, requiring a multidimensional technique where the entire stakeholders are involved, the chance of a positive outcome are said to be good.

5.4.4.3 Alcohol and drug abuse

In this theme, some teachers identified drug and alcohol abuse by some learners as one of the main challenges they experience at their schools. Through semi-structured individual interviews, the following participants put forward their sentiments (P2, P3, P5, P7, P8 & P9).

P7: “The challenge that we are facing at our school is that our learners are abusing alcohol and drugs, some of the boys even come to school drunk and smoking on school premises so after that they become so arrogant that they become violent.”

P9: “Then you have many other things, alcohol and drugs, just this morning there were girls who were caught smoking cigarettes in the school toilets.”

P3: *“Especially in our Hardap Region, sometimes learners even come and sell drugs on school premises, so if they are using these things obviously there is no discipline from where they are coming from.”*

Discussion 13

According to Brunette (2018), the use of drugs and alcohol by children from a tender age at home or school is one of the main contributing factors to learner misbehaviour. Hamm (2003) stated that alcohol and drug use is also the chief contributing factor to high teenage pregnancy in schools. On the other hand, Mouton (2015) suggested that some parents are also to blame for smoking and drinking beer with their own school-going children but sometimes the influence of friends plays a significant role. The abuse of drugs, sexual harassment and bullying are identified by Lilemba (2015) as acts that learners learn from the society around them which may negatively impact upon schools. Correspondingly, Semali and Vumilia (2016) and Yusuph (2017) accused media such as television, newspaper, radio and social media for promoting sex, drinking alcohol and smoking as fashionable. Yusuph (2017) further reported that other dangerous substances such as drugs like marijuana were constantly used by learners leading to a high incidence of hostility in the schools. Schunk (2018) supported the social learning theory of Bandura that states that an individual behaves according to societal values, norms and beliefs, thus enabling the person to adjust successfully to society. Bandura (2017) stressed that formation of various behaviours takes place based on observing what others do and the consequences of their conduct. The theory of Bandura is used in this inquiry to look at how the interaction of parents and their environment affect the behaviour of their children. Therefore, Woolfolk (2018) stated that the social learning theory of Bandura emphasises learning that occurs within a social context. In this regard, the social learning theory provides a wider explanation for both improper as well as proper behaviour outcomes.

5.4.4.4 Education system and its policies

The researcher agrees with the participants that the Namibian education System and its Policies is the challenge faced by all schoolteachers when it comes to learner behaviour management. This is consistent with the views put forward by P3, P4, P5, P6, P7, P8, P9 and P12.

P9: *"We have adopted a European-American or a western system that is not conducive for us. It is not working for us; that is the main problem that we have; we are sitting with an education system that is not catering to the need of our learners."*

P2: *"The education system that we have is not conducive for our people. Some of the policies that we have, we need to revisit them so that we can adjust them to make them more conducive for our environment as Africans, as Namibians. That is the challenge we have."*

P6: *"If we are serious as a nation, if we really want to become independent and if we really want to take control of our destiny as Namibia, our government needs to really do an overhaul of our whole education system. We need to seriously sit down as a Namibian Nation and serve our people's future by changing the whole education system. I do not think it will be a waste of resources."*

P3: *"We do not have a future with this education system. There is no future, so we need to sit down as the Namibian Nation and look at our education system. What kind of Namibians are we producing? What kind of Namibians are we? What kind of experts are we producing from our education system that we have? Therefore, then we need to seriously revisit it."*

Discussion 14

The answers provided by these participants revealed that the Namibian education system and its policies are a great challenge that they face when maintaining learner discipline. In support of the above views, Mouton (2015) stated that there is a growing concern among stakeholders regarding the quality and standard of the Namibian education system and the effectiveness of its policies regarding learner behaviour management in schools.

During a conference that was held in Windhoek by the education ministry to take stock of the quality and standard of the Namibian education, Makendano (2016) reported that the delegates agreed that there was an urgent need for the Namibian education system to be revamped to ensure the quality and the effectiveness of its policies, especially the Education Act 16 of 2001, policy on pregnancy, assessment policy as well as the policies on the conduct of both teachers and learners. In support of the above, Amutenya (2016) asserted that teachers are frustrated by the

number of policies being drawn up by the authorities without any consultation. Antonio (2017) stated that this has led to dissatisfaction among teachers about their allocated time and other administrative tasks associated with the implementation of the new curriculum which involves many complex assessment methods and procedures, resulting in their workload being increased.

According to Mendler and Curwin (2018), each rule should have an set of consequences. All the guidelines for suitable classroom management must be very clear because confusion may lead to indiscipline.

In support of the above, penalties need not be severe to be effective; stressing that undesirable consequence must be used every time a learner chose to behave in appropriately. According to Steere (2018), the lack of training of teachers on discipline methods is part of the problem why indiscipline is on the rise in schools.

5.4.4.5 Eradication of corporal punishment

The eradication of corporal punishment was identified by participant teachers as the main contributory factors to the challenge teachers face when maintaining learner behaviour in their respective selected schools as noted by P1, P3, P7, P8, P9 and P12.

P8: *“When we refer to the government policies, in my opinion I think this abolishment of corporal punishment brought all these challenges which we are facing.”*

P1: *“There is no corporal punishment anymore, that is the biggest problem or challenge we have. Because, nowadays, if you tell the child that if you are not going to do your homework I am going to punish you, they will not do it because they know that there is no corporal punishment like in the olden days. We cannot point a finger to a learner then you will be taken to the police, because it is against their personal right. This is the problem which I am having.”*

P11: *“I believe, especially on the part of corporal punishment, it is really a problem, because even if a learner does something wrong you cannot do anything. So, I think it is also putting our system down. Because at the end of the day, the children have no fear of you, they can do whatever they want to do and these so-called alternatives they are saying do not work at all.”*

Discussion 15

The responses of the participants indicate that since the abolishment of corporal punishment in 1990, poor learner behaviour is a challenge that Namibian secondary schoolteachers are faced with every day. In 1992, the education ministry introduced two policies to be used in schools (Antonio, 2017). According to Oosthuizen (2016), many teachers maintain that the abolishment of physical castigation left them without any alternatives, and at the mercy of unruly students.

According to Glasser (2009), physical chastisement must not be used. On the other hand, Amutenya (2016) urged teachers not to accept any excuses for misbehaviour and stressed that they must see to it that learners experience reasonable consequences, in line with the decisions they make to misbehave. The choice theory of Glasser emphasises assisting learners to increase the level of individual accountability and moving towards a higher level of internal locus of control and self-obedience. Furthermore, Pillay (2014) suggested that a teacher's responsibility in discipline must be solely aimed at assisting learners to make proper behaviour choices. Dreikurs (1968) urged teachers and learners collaborate on preparing the rules for classroom conduct and must connect the rules with reasonable consequences for breaking the rules. Dreikurs (2016) stressed that teachers must not use punishment and that they must minimise using rewards, which he felt made learners dependent on the teacher.

5.4.5 Question 5

How do you experience the government policies in managing learner discipline at your school?

This answers to research question 5 reveal the government policies are ineffective, not clear, too lenient and not working, and disciplinary procedures are too long.

5.4.5.1 Government policies are ineffective

In this investigation, participants described the government policies as ineffective for proper control of learner behaviour problems in schools. This is evident in the responses of the P4, P5, P7, P8, P2 and P9.

P2: *"I think the government policies at this stage, I can say they are very poor and not effective enough. They really limit us on what we can do to maintain proper discipline. For instance, we cannot administer any form of physical punishment which could also be in a form of using a cane or giving learners certain words or addressing disciplinary issues in a straight and direct way, so we need to look at alternatives. Like I said, the detention, but it does not work in all instances."*

P5: *"To be honest, our government policies are very poor. On paper, things usually look so nice, but in practice are where the problem starts. That all I want to say, very poor."*

P7: *"Our education policies are not effective at all because I feel the moment they took out corporal punishment, they should have given us alternatives to what are supposed to do and then all of us in Namibia could have followed some procedures."*

P9: *"We have policies that are poor and very ineffective and do not make sense in our situation I believe that in terms of education, our government has to revisit a couple of policies especially the corporal punishment policies and the pregnancy policy. So, these policies that government has, have so many loopholes."*

Discussion 16

The responses of participants indicate that Namibian secondary schoolteachers believe that of the government policies are ineffective while maintaining learner behaviour in their schools. According to Naicker (2014), in Namibia, many issues of disruptive behaviour are reported in our schools every day and this shows us that learner discipline policy has not been effectively implemented. The views above are supported by Koki (2015) who found the Namibian education policies were not at all clear in terms of learner management strategies. This perhaps implies that the discipline policies have not properly put into practice perhaps due to shortage of materials, shortage of dedication and lack of guidance to school principals and teachers. This has led to an increase in learner indiscipline cases such as fighting, sneaking out of school, making a noise during classes and disrespecting teachers that have become a major concern to teachers at secondary schools (Antonio, 2017). Sadly, Mohapi (2013:38) is of opinion that if there are misunderstandings, people make mistakes. Dreikurs (2016) seemed to agree with Mohapi (2013) who

explained that when a learner fails to get attention, then improper behaviour begins. According to Mushaandja (2016), the fundamental principle of Dreikurs social discipline model is that learners wish to belong, to be acknowledged, and that they are able to select good from bad behaviour. If this happened, Anayo (2014) maintained, schools would be able to apply their school discipline policy to reduce disciplinary problem.

5.4.5.2 Government policies not clear, too lenient biased and not working

In this investigation, participant teachers indicated that the government policies especially the Education Act no 16 of 2001, is not clear at all, it is too lenient for the misbehaving learners biased and not working. This is noted in the responses of P3, P7, P8, P9, P11 and P12.

P7: *“These government policies are unclear, and biased as they only looked at the side of the learners when they decided no corporal punishment, as they did not give any other alternatives as disciplinary measures. So, at least the government was supposed to come up with something in order for us to know what we should follow, and what we should do in order not to infringe on the child’s human rights, as we are all having those human rights.”*

P12: *“The government policies are one-sided as they are protecting the learners too much and leaving us teachers vulnerable towards the subject of the abolishment of corporal punishment, The alternatives to physical punishment do not stand out that clearly and the learners do not take it to heart.”*

P3: *“But coming to the punitive part of the government policies, I think it is too lenient for the type of learners that we are dealing with. So, I find it too flexible or it is too lenient.”*

Discussion 17

According to Mwamwenda (2018), since physical punishment was abolished in Namibian schools, teachers in Namibia have complained that government policies are too lenient to deal with misbehaving learners. stated, although the Education, Arts and Culture Ministry did develop some policy documents, such as *“Alternatives to corporal punishment: Discipline with care”* and *“Discipline with dignity”* for teachers

to use as guidelines (Amutenya, 2016). Makendano (2016) and Antonio (2017) indicated that teachers differ in the extent to which they use, interpret and understand procedures with regard to alternatives such as warnings, detention, suspension, cleaning of the school yard or referrals as alternatives to physical punishment. These findings showed that teachers still have a problem with the implementation of alternatives to corporal punishment. This is evident from the participants' views provided via the open-ended qualitative questionnaire, remarking that: *"I feel that the policies put in place are too lenient for these learners. Learners these days have so many rights that us as teachers cannot really take serious measures to discipline learners. Government policies are very poor and too lenient because learners no longer respect teachers."* The views above indicate that indeed teachers are experiencing difficulties with regard to discipline policies currently in place. It is explained by Lilemba (2018) that this problem is the result of the fact that all the reforms or plans introduced in 1992, 1993, 2001, 2004 and 2009 rarely mention discipline as a school problem.

Indeed, the Education Act 16 of 2001 mentions only two disciplinary measures but the school leaders have few legal or administrative guidelines for the implementation of effective disciplinary measures. Glasser (2005) argued that learners might also demonstrate unwanted behaviours while there is a lack of his seven helpful approaches, such as caring, persuading, paying attention, accommodating, believing and settling dissimilarities in their relationship.

Glasser (1998) further asserted that, when school programmes are not meaningful to the learners' well-being and the assessment of the learner's work is not done properly, learners may react with improper behaviour. In this regard, Baporikar (2018) is of the view that the lack of a legal framework for learner discipline management by the teachers, insufficient understanding and training in management skills and the lack of political decisions about the phenomenon by the line ministry explain the alarming situation experience in Namibian secondary schools. There is therefore an absence of a discipline plan to address the problem among undisciplined learners.

5.4.5.3 Disciplinary procedures too long

Discipline should always be applied progressively. When punishing learners certain procedures ought to be followed. These procedures are seen by teachers as too long. This is noted by P2, P4, P6, P8 and P12.

P7: *“When a learner misbehaves, the case goes to the office of the principal and from the principal’s office, it goes to the school board, if the school board sits and then they decide which measure should be taken, we write a letter to the Director of Education to say the child did this, and we come to this conclusion, we expel the child or whatever. Than you must write a letter to the permanent secretary (PS) and the PS decides whether or not the child should be expelled.”*

P2: *“The only procedures that we have now are writing reports, sending learners to counsellors; from counsellors to disciplinary committee known as DC; from the disciplinary committee to the school board, from the school board to the education regional director, from the regional director to the permanent secretary of the line ministry, education ministry who takes the final decision. That takes too long so at the end, the learner is not learning: he is disturbing the other learners so that is quite a problem that we are faced with.”*

P12: *“In fact, we record all transgressions in the transgression file, and then we have a point system, of which at 100 we will refer the child for counselling, and at 150 will summon the parents to alert them on the behaviour of the learners. And as it increases then we will send them again for counselling, inform the parents again, and if it reaches 300, then we will suspend the learner and ask the learner to look for a school somewhere else and not to return here the following year. ... That is what we have agreed on as our new disciplinary procedures that we need to follow. But if it is very serious like, caught with drugs at school, or stabbing or fighting, we suspend them right away with the possibility of expulsion.”*

Discussion 18

The responses of the above participants indicate that many schoolteachers experience the disciplinary procedures as stipulated in the education policy as favouring the learners and that final decisions take too long. According to Aboluwadi (2015), many teachers have complained that the disciplinary procedures as

stipulated in the education policies are not clear and too long to follow. Mohapi (2013) stated that evidence has shown that Namibian secondary schoolteachers are complaining that although they have seen copies of these discipline policies, they have no knowledge of the content of these policy documents. The views above are consistent with a participant's view offered by means of the open-ended qualitative questionnaire explaining that: *"my experience with regard to the procedures to be followed when a learner commits an offence is too long"* and *"for instance, warnings, counselling, suspensions and expulsion learners are aware of disciplinary procedures that are taking long before serious action is taken against them, consequently, they exploit this situation by repeating the transgressions."* From the answers of the above participants, one sees how long the procedure is with regard to reaching the final step. In support of the views above, Zimba (2018) claimed that, in Namibia, a learner can only be temporarily or permanently excluded from school by the school authority when that particular learner has committed an offence, but this can only be done as the last option after other means such as warnings, detention, referrals and counselling have not worked; and that only the office of the Education Director has the power to temporarily exclude a learner, while only the line ministry's Executive Directive has the power to authorise a permanent exclusion (Antonio, 2017). In support of Zimba (2018), Canter's theory (1992) states that effective disciplinary procedures are clear, specific and easily understood by both teachers and learners as lengthy procedures are inconvenient. Dreikurs (1968) supported this view by claiming that the main strategy to correct learners' misbehaviour lies in short, clear and simple procedures.

5.4.6 Question 6

Which strategies do you develop and adopt when managing learner discipline at your school?

The answers to this question six led to the emergence of major five themes: talking to learners, detention, expulsion and suspension, violation system and referrals as some of the strategies that they develop and adopt when managing learner behaviour at their schools.

5.4.6.1 Talking to learners

With the deterioration of discipline in our schools, how can we help our learners to become disciplined? There are many strategies that we teachers can use in helping learners to become disciplined, one of them is by talking to learners privately as noted by P2, P1, P7 and P10.

P1: *“As part of my strategies, what I usually do is, I take them outside talk to them privately telling them that we are going to the principal’s office now. Then I just take him or her outside the class and I will tell him/her what you did now in my class is wrong and you are hurting my feelings, and I have never done something wrong against you: why are you doing that to me? I believe in you. Why do you not believe in yourself to be disciplined in my class? After talking to him/her, then we come back and I say: now this is behind us, we are going to move forward.”*

P10: *“Many a time I used to have discussions with my learners, general and private discussions. In order to help these learners not to repeat those mistakes in other classes as well, so talk to the learner either generally or privately, but privately is best. If you see that learner A or B is coming up with something that you are not happy with, make it an individual talk/discussion. If that does not help, try to get in the help of the management or the disciplinary committee. Because you as the teacher are there to guide those learners to reach their full potential to be able to become responsible citizens by the end of the day. That is what I normally do.”*

P2: *“Then if I have identified some learners who are seriously causing problems, I would call them aside after the period and talk to them and see what the root cause of this behaviour is. Then advise them and motivate them to focus on their future life by taking their education seriously.”*

Discussion 19

The participants identified talking to learners as one of the strategies they use when maintaining learner behaviour in their schools after the use of cane was outlawed in 1990. According to Oosthuizen and Rossouw (2018), the teacher must negotiate privately with the learner to find out the reason behind such behaviour and he encouraged teachers to work out the problem together and find an amicable solution. Curwin and Mendler (2018) stated that talking is meant to work out the problem with

the learner and this is said to be the best democratic way in solving problems. Brunette (2017) stressed that, if the learner misbehaves, it is recommended that a teacher should call that particular learner aside and try to talk to that learner privately. She further discouraged teachers from reprimanding the misbehaving learner in front of the class as this could cause the learner to be aggressive. Dreikurs (1968) supported this view by claiming that the strategy to correct learner misbehaviour lies in jointly determining the learner's goals and agreeing on the learner's conduct. Dreikurs (2016) urged teachers as well as learners to work together when solving their problems as this will improve their relationship. Mwamwenda (2018) elaborated on Dreikurs (2016) positive suggestions claiming that teachers should allow the offending learner to know that they have faith in them and indicate to learners that mistakes are valuable lessons. Mohapi (2013) encouraged teachers to use encouraging remarks when talking to learners such as: "You have improved, what did you learn from that mistake?"

5.4.6.2 Detention

In this investigation detention emerged as one of the best strategies that teachers use when maintaining learner behaviour at their schools. This was put forward by P3, P4, P2, P7, and P10 and P12.

P2: "One of the strategies that I personally use is detention. And during this detention is where they have to do their homework, where they need to work on improving their behaviours. And all those things that they did wrong in the previous week, is what they will try to improve on during the course of that week. And most of the learners really do not want to sit detention, so in most cases they are really well-behaved."

P4: "At our school, we use detention for misbehaving learners, You see this list of children: they are busy with detention. At this stage, they are busy with detention in the afternoons, so this is the list. From Monday to Thursday, from 3 o'clock to 5 o'clock, they have to come to school and sit detention in one class and they are not allowed to do anything else other than study. They must bring their schoolwork and they have to study. This is what we do after every four violations, so that is the group of learners that are at this stage busy with detention."

P7: *“At our school we have detention, so it all depends on how many times the learners are in the prefects’ books. So, sometimes in my class I have a time-out corner. If you are that naughty or disturbing the class, you go to the naughty corner, and if it is worse than you stay after school up to 2 or 3 o’clock and then you can go home. Like now, it is the high school learners, so they do not want detention; they do not want to be seen in detention class even, so that means some of the learners would not do anything.”*

Discussion 20

According to Woolfolk (2018), Namibian secondary schoolteachers are faced with the phenomenon of lack of learner discipline at their schools. Morrison (2011b) contended that, because teachers were not allowed to physically punish their learners, they had to develop, adopt and use other strategies. From the responses of the above participants, detention is identified as one strategy that they use when managing learner behaviour. In support of the above Legal Assistance Centre (2017) stated that detention in class or after school is beneficial if learners see it as extra assistance given to them for their own benefit. In relation to detention, certain restrictions are imposed on schools as to when this might be exercised. Hubbard and Coomer (2017) stated that, while this has disadvantages such as a teacher having to be present, it also has the distinct advantage of emphasising to parents that their children has not been behaving appropriately and the detention serves to involve the parents in the reform process.

Mushaandja (2016) argued that, in cases where the offender enjoys the stay-in, this method of punishment will have no effect. Canter and Canter (1992) were of the view that teachers should know how and when to instil proper behaviour and, when learners choose to break the rules, they use steady and reliable negative consequences but only as the last resort. Canter (1996) argued that teachers need to insist on decent and responsible conduct from their learners which is needed in society. Canter and Canter (1998) argued that the penalties do not have to be severe to be effective and stressed that adverse consequences should be applied every time a learner chose to misbehave. Dreikurs (2016) emphasised that teachers must not use punishment, but should rather use proper alternatives such as detention, suspension or referrals. Mutte (2017) affirmed that different approaches

such as referrals, counselling and detention are used by teachers to deal with learner behavioural issues in schools. Therefore, we have to measure ourselves constantly against these ideals and adjust our strategies and methods where needed.

5.4.6.3 Expulsion and suspension

In this inquiry, suspension and expulsion were identified by participants as some of the strategies they use when dealing with learner misbehaviour in their schools. This is evident in the responses of P5, P6, P8, P9 and P12,

P8: *“If you are brought before the school board, and you are given the final warning by the school board, then we compile all the transgressions which the learner has committed. We put them together and we write a report which is sent to the Regional office via the Permanent Secretary because they are the people to suspend or expel the child from any government school. So, we just follow those strategies from the government policies which we are given.”*

P12: *“At our school, one of the strategies that we use is suspension, currently for this term we have suspended five of them.”*

P5: *“At our school, we have what we call a behaviour file where we normally record the misconduct of learners, and if they have three misconducts, then the parents will be called in and, thereafter, if the learner’s behaviour does not change, that particular learner will then appear in front of the school board. It depends how serious the case is. And thereafter, they will be expelled.”*

P11: *“At our school, suspension is common, I think this week we have already have five learners, I remember the names were mentioned. Three boys suspended for 14 days and one is from my own class, and the two girls also suspended for 14 days.”*

Discussion 21

According to Antonio (2017) since the abolishment of corporal punishment, other alternatives such as suspension and expulsion have been used by teachers as strategies to punish learners who have committed either serious or less serious offences. In support of Antonio (2017), the Legal Assistance Centre (2018) stated that, in Namibia, the learner can only be suspended or expelled from the school by

the school authority when that particular learner has committed an offence but this can only be done as the last option after other means have not worked. In Namibia, according to Mushaandja (2016) a learner may be temporarily excluded for minor offences such as truancy or disrespect for the school authority while permanent exclusion is implemented for major offences such as fighting, vandalism, sexual harassment, rape, use of drugs such as marijuana, and use of weapons at school.

Lilemba (2018) stated that, in Namibia, only the office of the education director has power to temporarily exclude a learner from school, while only the line ministry's executive director has the power to implement permanent exclusion (Antonio, 2017). Surprisingly, many learners are being suspended from school by school principals out of the knowledge of office of the education directors and the line ministry. Amutenya (2016), advised teachers and school principals to refrain from such practices with immediate effect and in support of the above Cloete (2017) stated that the Kronlein Primary school at Keetmanshoop suspended six Grade 7 boys after they were allegedly caught smoking dagga on the school ground.

5.4.6.4 Violation system

In this investigation, violation system emerged as one of the best strategies that most of the participants use when maintaining learner behaviour at their respective secondary schools. This is evident in the responses of P4, P5, P6, P9, P3 P10, P11 and P12.

P3: *"At our school, we have a violation file, so basically we do not do anything else apart from letting them sign a violation file whenever they commit any offence. And once they sign, they can never be called in and nobody calls in their parents. It is just signed and then taken to the office for record, but nothing is done, so our hands are tied as teachers to assist the learners in any way that we can."*

P4: *"We have a violation system as part of our strategy, that after four violations the child has to be called by the school management and he/she are sent for detention, You see this list of children – at this stage they are busy with detention in the afternoons."*

P6: *"Like I said earlier at our school, we have a violation system to control the behaviour of learners, like late-coming or not doing homework. That is one of the*

systems we are using in order to ensure that we are consistent in administering the disciplinary issues at the school.”

Discussion 22

According to Mwamwenda (2018), the demerit system is a system where learners accumulate marks or points for certain offences such as coming late to school, class disruptions, truancy, walking around the school aimlessly or other misconduct. Brunette (2018) described demerit system as a system where transgressions are listed in a file as a way of maintaining learner behaviour, and when it reaches a certain number of points, the learner is either suspended or expelled from school. Dreikurs (1971) suggests using a demerit system and encouragement. In support of Dreikurs (1971), Glasser (2009) encouraged teachers to use alternatives such as motivation and a demerit system which are non-forced discipline.

5.4.6.5 Referrals

In this inquiry, participants indicated that referrals is one of the strategies they use when dealing with undisciplined learners at their schools. As stated by P2, P7, P4, P9, P10 and P11.

P4: *“Learners who misbehave or who have transgressed must first be given a warning and if it does not change, he or she is referred for counselling and then, if no improvement, he or she is referred to the disciplinary committee.”*

P11: *“At our school, we have a disciplinary committee where all difficult learners are referred for disciplinary hearings.”*

P8: *“Because when fail as the disciplinary committee, we refer the case then to the school board to take a decision. If they also fail them, refer the issue to the Regional Director up to the permanent secretary of the line ministry for the final decision.”*

Discussion 23

General learner discipline problems including school-based violence according to Donnelly (2018) are a phenomenon that is troubling most of the developing world where countries like Namibia have abolished corporal punishment at school in line with human rights agenda. However, the teachers are battling in implementing the

alternative peaceful discipline measures. Mutte (2017) stated that this corroborates the responses of the above participants who identified referrals as one of the best strategies that they use when maintaining learner behaviour at their schools. The Ministry of Education (2016) stated that learners with severe disciplinary problems as well as those with problems pertaining to medical issues like hearing and vision should be referred to medical experts. Brunette (2018) advised that if there are learners with medical problems, it is important that teachers be informed.

Adding that it is very difficult to expect teachers to handle all school problems alone as only few are skilled enough to do so, and in support of Brunette (2018), Gichohi (2015) maintained that managing learner behaviour in learning institutions is a collective responsibility. Oosthuizen and Rossouw (2018) found that, since the abolishment of corporal punishment, many teachers have used referrals, counselling and detention as possible strategies to maintain discipline in schools.

5.5 THE KEY THEMES FROM THE QUESTIONNAIRE

In this research, an open-ended qualitative questionnaire containing six questions was used by the researcher to gather data from the 12 participant teachers (see Appendix K).

5.5.1 Question 1

To what extent are teachers able to manage learner discipline at your school?

The answers to question 1 revealed emergent four themes: referrals for counselling, very difficult to manage, other types of punishment, and disciplinary committee.

5.5.1.1 Referral for counselling

In response to question above, most of the participants indicated that learners who are problematic at school/classroom are referred for counselling. This is consistent with the sentiments put forward by the following participant teachers P14, P15, P16, P18, P20, P13, P23 and P24.

P14: *“Several of learners of our school have been referred to counselling for several times, stressing that all in all, we are doing just fine.”*

P16: *“At our school, learners who are guilty of ill-discipline will go through the disciplinary committee and school board and then referred to counselling.”*

P20: *“We manage them very well; we teachers fill in violation forms and the children are referred for counselling by life skill teachers.”*

P24: *“We also involve our life skill teachers in managing discipline at our school to guide and counsel learners before we transfer the case to the management and school board for actions to be taken against the responsible learners.”*

Discussion 1

The answers given above suggest that learners who misbehave both at school and in the classroom are referred for counselling. It seems that every school in Namibia has a life-skills teacher (teacher counselor) who is responsible for counselling all ill-discipline learners. This is so since these participants further indicated that, when maintaining discipline at their schools, life-skills teachers are involved to guide and counsel learners before their cases are transferred/referred to the school management to take action against the responsible learners. According to Brunette (2018), teachers have to act as psychologists and career guidance counsellors, and they have to support children emotionally. Glasser's theory of choice provides that counselling and guidance exist as two of the most important implements in assisting learners to increase self-discipline. The claim is supported by the study of Mushaandja (2016) who established that learners in Zambia found that guidance and counselling assisted them in behavioural choices. According to Curwin and Mendler (2018), counselling is intended to work with learners who do not respond to other remedies.

Botha (2016) contended that through the choice theory, learners have the choice to follow the suitable behaviour or not and that no one can oblige them to decide. Glasser (2009) was of the view that, during the process of counselling, the teacher should discuss the problem with the learner to discover the motive behind such behaviour and the two should work together to find a means of addressing it. Mushaandja (2016) saw the value of applying the choice theory in the management of schools because it is effective in decreasing learner disciplinary problems and improving conduct in schools. Zeeman (2016) contended that most of the life-skills

teachers are teacher therapists who have a duty to give proper counselling to learners with special individual problems. In support of Zeeman (2016), Mouton (2015) affirmed that during counselling learners are motivated to take accountability for their actions and control themselves. In this regard, Amutenya (2016) that most teachers felt they did not have enough time to follow the agreed process with each learner who misbehaves, and who need to be counselled time and again on making fruitful choices as Glasser advises.

5.5.1.2 Very difficult to manage

When learners are problematic, disrespecting their teachers, making a noise, challenging the authority of their teachers, often absent from school without reason, walking out of the class without permission and fighting each other. This makes it problematic for teachers to manage learner discipline in their schools and classrooms. This is notable from the responses of P14, P16, P13, P17, P18, P19 and P23.

P19: *“As corporal punishment was removed from schools, it has been very hard to maintain discipline amongst learners.”*

P14: *“As teachers at our school, we have been trying very hard to manage and solve discipline issues, but it has been a mountain to climb.”*

P23: *“Not all teachers are able to manage discipline at the school. Mostly us novice teachers who are new in the profession, we have been finding it very difficult to manage discipline in our schools/classrooms.”*

P15: *“I find it very difficult to discipline learners since they do not listen or adhere to school rules and most of the time they do as they please, stressing that there is only a handful that really listen when teachers talk.”*

P18: *“It is really difficult because some children are misbehaving continuously, and it becomes like a disease that is transmitted to the other learners who behaves as needed.”*

P13: *“Management of learner discipline at my school is not a simple task. It is a huge difficult and a mammoth task that takes a lot of time and energy, it needs patient and*

thorough understanding of the cause of the problem as well as looking for the best solution to the problems,”

Discussion 2

The problem of learner misbehaviour among high school learners is a major problem in public schools in many countries and it is said to be as old as education, yet it has become one of the most contentious problems in schools (Edinyang, 2017) to such an extent that it is a matter of great concern for researchers, education policy-makers, teachers, parents, principals and the local media. Namibia is no exception to this situation. The concept of discipline without stress, punishment or reward by Marshall, posits that teachers need a system of classroom management and not a group of disjointed strategies. He contended that proper management of difficult learners is viewed as a talent which only some teachers have. Woolfolk (2018) stressed that discipline is not retribution but means supporting difficult learners to develop themselves. Mushaandja (2016) and Mwamwenda (2018) emphasised self-worth where difficult learners must be capable of completing tasks, have a sense of belonging and behave so that they can connect with the teacher and other learners. Marshall's (2012) idea was that efforts of school administrators and teachers to encourage difficult learners by advising, rewarding, demanding, cajoling, punishing and exhorting them are seen as external strategies which do not assist difficult learners to become responsible. For this reason, the actual purpose of the discipline model of Marshall is to instil in difficult learners the necessary skill to enable them to be responsible for themselves. Such skills are no longer taught by the family as in the past (Brunette, 2018). Anayo (2014) is of the view that the old-style technique of discipline which includes giving rewards when learners comply, punishing them when they have disobeyed as well as administering the consequences is forced and manipulative. Glasser (2005) concluded that, if we do not focus on what learners need, we will keep on having difficulties in managing their behaviour.

5.5.1.3 Involve other types of punishment

Since corporal punishment is no longer an option, other types of punishment ought to be used by teacher when maintaining learner discipline. These views are reflected in the response of the following participants (P17, P18, P19 and P21).

P18: *“We are trying by all means to discipline our learners. We do have or try different methods to see whether it will help the undisciplined learners like, detention in class, giving them extra work after school and keep them for maybe half an hour in the class. Sometimes when they don’t listen and do it repeatedly, they are temporarily suspended for several days.”*

P19: *“We resort to some sort of punishment in the form of detention after school for those who behave wrongly.”*

P21: *“As corporal punishment is illegal in our schools, most learners take chances of misbehaving. One has to find other alternative types of punishment to discipline learners such as detention.”*

Discussion 3

After physical punishment was abolished in all Namibian schools in 1991, other types of punishment need to be used (Lilemba, 2018). Mushaandja (2016) was of the view that there is no single type of punishment that fits every circumstance. On the other hand, Amutenya (2016) and Makendano (2016) agreed that it is necessary to implement punishment fitting the crime. Methods like reproof, isolation, temporary/permanent suspension and deprivation of privileges, guidance and counselling, school outreach, and inviting the parents of the offender to school are mentioned as some of the possible types to be used in schools (paragraph 2.9.2).

Mostert et al. (2018) are of the view that a mixture of motivation and counselling might be suitable for working with complicated learners at school. Mendler and Curwin (2018) found that the conduct of learners when they are not at school correlates with their behaviour at school. They believe that ‘discipline with dignity’ is a successful method. A fundamental principle in the model of Curwin and Mendler is that every learner must be treated with respect. This theory of Curwin and Mendler helped the researcher understand how teachers can discipline learners while upholding their dignity.

5.5.1.4 Disciplinary committee

Disciplinary committee is a committee which is established in all Namibian schools which is required to deal with learner disciplinary problems in schools. The answer to this was noted by P16, P22 and P23.

P16: *"We have a disciplinary committee at our school which requires strict management on learner discipline."*

P22: *"At our school, we have a disciplinary committee which deals with the hearing of learner disciplinary cases, where we call in undisciplined learners with their parents and reprimand them, and if an offence was reported more than once, we gave that learner a written warning, and if need be call in the school board."*

P23: *"After the learners have received disciplinary warnings more than twice, they are called in for disciplinary hearing by the disciplinary committee, and if the behaviour does not change after meeting with the disciplinary committee, the learner is taken in for counselling."*

Discussion 4

In terms of the Namibian Education Act 16 of 2001, every school should have a disciplinary committee to deal with all learner disciplinary problems. This is consistent with the participants' views provided through the open-ended qualitative questionnaire stating that their schools have a disciplinary committee which deals with the hearing of learner disciplinary cases. This shows how the participants manage learner discipline in the absence of physical punishment and in line with democratic procedures. According to Mohapi (2007), teachers should use rules, procedures and consequences which are simple and clearly stated for learners to understand. In support of Mohapi (2007), Streere (2018) is of the view that the penalties must be applied through a disciplinary hierarchy. Canter (1997) was of the view that teachers identify how and when to instil decent conduct and when learners choose to break these rules, they use steady and reliable negative consequences but only as a last resort. Canter (1996) argued that teachers need to insist on accountability from their learners which is required by every stakeholder like parents, learners and society at large. The assertive theory of Canter states that behaviour should be dealt with at the time it happens, which sets it apart from other theories of

discipline. The discipline theory addresses learner's actions rather than creating value judgements about the personality of the learner. According to Andrius (2014), this theory offers an effective method of corrective discipline (see paragraph 2.5.3) involving teachers, school administrators and parents. Anayo (2014) stressed that whichever behaviour management system that the teacher wants to implement must first be discussed with the school management since both the management and the parents ought to be aware of the system. This will enable the parents to understand the teacher's attitude concerning the importance of good conduct and its effect on teaching and learning.

5.5.2 Question 2

What is your experience with regard to the management of learner discipline at your school?

The themes from the answers to this question were that older learners challenge teachers, parental support is lacking, and ineffective methods are used.

5.5.2.1 Older learners challenge teachers

During this inquiry, participants revealed that they were experiencing a problem with older learners who are challenging teachers. These sentiments were expressed by P13, P18, P19 and P23.

P19: *" mostly I would say that older learners have a behaviour that challenges the teachers by way they are acting mostly in contempt to the teachers."*

P13: *"Managing school problems needs collective efforts in order to enforce and see to it that school rules are adhered to, since most of our learners are older and they are challenging teachers, especially young teachers."*

P23: *"My experience at our school is that these older learners are challenging us the way they dress and talk; especially female learners. They openly challenge us by putting on earrings, make-up and their hair styles - haa!!! It is a problem."*

P18: *"Nowadays, I think what contributes to ill-discipline is because the government have allowed/permitted these older learners who are giving birth/having children to*

return to school subsequent to giving birth. This so-called pregnancy policy – really they must look into it.”

Discussion 5

Although the Namibian government does not allow learners above 20 years of age to continue schooling in the normal mainstream of education, at the same time, the pregnancy policy allows a female learner who has had a child to return to school. This seems to create problems as these learners regard themselves as adults who now seem to openly challenge their teachers. Literature reveals that the problem of lack of learner misbehaviour among older learners at secondary schools is a global problem (Ali et al., 2014; Monare, 2013; Omote et al., 2015; Rahimi & Karkami, 2015). In this regard, sexual relationships between older learners and teachers, assaults on student leaders and teachers, insults to teachers, wearing of wrong school uniform, not doing homework and disruptions in class are some of common forms of learner misbehaviour experienced by teachers in Namibian secondary schools (Jeeroburkhan, 2016), and these learners' misbehaviour is linked to academic performance. In a study of teachers' motivation in the Khomas Educational Circuit, Amutenya (2016) found that indiscipline of older learners was one of the demotivating factors among secondary schoolteachers in Namibia. In this regard, lack of discipline among older learners is regarded by Varma (2018) as the main problem experienced by teachers.

Mouton (2015), Mushaandja (2016) and Charles (2017) maintained that there had been a worsening of learner behaviour among high school students during the previous ten years especially in the way they talked, dressed and acted. Brunette (2018) maintained that managing learner misbehaviours in schools needs a collective effort because many learners are older and they are challenging teachers, especially novice teachers.

5.5.2.2 Lack of parental support

In this theme some participants described the lack of parental support as one of the main reasons for problems in learner discipline management at their schools. In the qualitative open-ended questionnaire, P15, P16, P14, P18, P21, P22, and P24 put forward their sentiments.

P14: *"My experience is quite overwhelming sometimes we as a school are trying to discipline the learners, but the parents are not supportive at all" stressing that. " most parents are only coming to school to fight and quarrel with the teachers instead of looking for an amicable solution."*

P15 : *"Lack of parental support is really a big problem at our school."*

P18: *"Nowadays, I think what contributes to ill-discipline of learners is because parental support is a big problem."*

P16: *"Parents in this community have a tendency of helping their children but fail to support them academically."*

P24: *"Parents do not support the learners in what they do especially in their education and these learners are causing disciplinary problems due to lack of parents' involvement, support and proper guidance in their life."*

Discussion 6

Studies have shown that it is the duty of the parents to support teachers in maintaining learner discipline in schools and to support their children academically with regard to homework and assignments (Makendano, 2016; Mouton, 2015; Belle, 2016; Antonio, 2017). Without the support of parents, schoolteachers cannot maintain learner discipline alone and learners' education cannot flourish. According to Meador (2017), lack of parental support remains the single biggest problem faced by most schools in Namibia. Amutenya (2016) maintained that the support of parents is very important in the maintenance of discipline in schools. Therefore, in support of the views above, Brunette (2018) stated that teenagers who lack a strong parental role model and support are prone to drug abuse. Meier (2015) maintained that parents have a duty to assist and support teachers in managing learners with serious behavioural problems. Similarly, Donnelly (2018) is of the view that parents should support their children in every aspect of their lives, providing security, safety, assignment, homework and attending sports and cultural activities as it shows that they are interested in the development and growth of their children. Dreikurs (2016) regarded parents as key role players in supporting and assisting the school authorities to maintain proper learner behaviour which can only take place in a conducive and democratic setting. Dreikurs (1971) and Mohapi (2013) believed that

the social discipline model of parents provides a widely acknowledged theoretical framework for understanding the role of parents in supporting their children and its effects when support is not given.

5.5.2.3 Ineffective alternative methods

The researcher agrees with the participant teachers that alternative methods which teachers use in their schools are ineffective. The following views regarding to ineffective alternative methods were expressed by P13, P19 and P21.

P19: *“At our school, we are implementing these alternative methods of detention after discussing it among teachers, and it somehow makes a difference but is not effective.”*

P21: *“Since corporal punishment is illegal, one has to find alternative methods to discipline learners such as detention after school, giving extra work, cleaning the school premises. However, all these alternatives are ineffective.”*

P13: *“At our school these alternative methods to learner discipline have been found to be very ineffective, therefore collective efforts are needed.”*

Discussion 7

According to Antonio (2017) for effective discipline to be maintained in schools, effective alternative methods need to be put in place. Unfortunately, Mushaandja (2016) regards the alternative methods to corporal punishment in the two-policy document like ‘discipline with care’ and ‘discipline with dignity’ are not effective. The views above are consistent with the participants’ views that, *“since corporal punishment as illegal, one has to find alternative methods to discipline learners such as detention in school and after school, giving extra work, cleaning the school ground. However, all these alternative methods to learner discipline have been found to be very ineffective, therefore collective efforts are needed.”* From this statement, one learns that teachers are currently faced with a very difficult and challenging situation regarding learner behaviour management. In support of the above, Oosthuizen (2016) contended that many teachers have complained that the abolishment of corporal punishment left them without any effective alternatives. Whether this argument is justifiable or not, they must get used to this and find

appropriate, effective, alternative methods. In this regard, positive reinforcements, suspension, detention, referrals, guidance and counselling, school outreach, zero-tolerance, withholding of privileges and inviting the parents of the offender to school that are mentioned by Amutenya (2016) as possible alternatives. However, Lilemba (2015) regarded alternatives to physical punishment such as prevention and intervention programmes were ineffective. In support of Lilemba (2015), Dreikurs (2016) and Glasser (1998) emphasised appropriate alternatives such as encouragement, inspiration and kindness to assist learners as alternatives. Dreikurs (1971) and Mohapi (2013) suggested the use of encouragement as a method of behaviour management. Bee-beejaun-Muslum (2014) concludes by stating that there has been an increasingly deterioration in the teaching-learning environment in schools because of various forms of learner indiscipline in the absence of effective learner behaviour management strategies.

5.5.3 Question 3

In your experience, which are the causes contributing to learner discipline at your school?

The answers to question 3 above, reveals that alcohol and drug use, peer pressure, lack of parental involvement and the child's upbringing (home environment) were the four major themes that the participants acknowledged as the contributing factors to learner disciplinary complications at their secondary schools:

5.5.3.1 Lack of parental involvement

P15, P16, P13, P18, P20, P21 and P24 put forward their sentiments regarding lack of parental involvement.

P15: *"At our school, the biggest problem we are facing is lack of parental involvement, most parents are not even coming to school meetings and school activities such as sports definitely their involvement and support is really lacking."*

P18: *"As I stated earlier (previous question) no parental involvement, because discipline starts at home as Martin Luther said."*

P21: *"The main cause of non-existence of discipline at our school is parents who are not involved in their children's education."*

P20: *“ most learners at our school come from single parent households; fathers are absent, and some houses are child-headed, and these are the main contributing factors to lack of learner discipline.”*

P24: *“Learner discipline boils down to lack of parental involvement towards the learners and learners are causing behavioural problems because of lack of parental involvement in their children’s life.”*

P13: *“I think the absence of parental involvement in learner education, lack of vision and motivation are also contributing factors. Some learners do not know why they are at school and what they want to be in future. Non-existence of parental involvement is a key role player in all these.”*

Discussion 8

There are divergent and sometimes seemingly conflicting views of lack of parental involvement distant and even estranged parents and teachers (Lemmer & De Wet, 2018). Although governments have acknowledged the rights of parental involvement in their children’s education for effective schooling, this is largely absent.

Amutenya (2016) and Nzuve (2018) considered that the failure of parents to come to school meetings, and failure to support their children in school activities such as sports, homework, assignments, caused many teachers to regard parents as the main contributors to absence of learner discipline in schools. According to Amutenya (2016), lack of parental involvement in school activities and assistance with children’s homework can affect both the academic achievement of children and the relationships between home and school. Wanja (2014) argued that, if parents were not involved in the maintenance of discipline in schools, it was very difficult for teachers, learners and principals to do it alone. On the other hand, Koki (2015) contended that teachers should help to coordinate school activities that can improve the problem of lack of parental involvement.

5.5.3.2 Drugs and alcohol abuse

The use of drugs and alcohol is very high in the Hardap Region and particularly in the Auob Circuit where this investigation was conducted. This was regarded as a

major contributing factor to lack of learner discipline amongst most learners. These sentiments were expressed by P13, P14, P16, P17, P18, P23 and P24.

P13: *"At our school, drugs and alcohol abuse also leads to ill-discipline of these learners."*

P14: *"Drugs and alcohol abuse is the number one cause of ill-discipline at our school. School children are smoking drugs and when they come to school, they listen to nobody ... "you will be surprised to see parents getting drunk and smoking drugs with their own school going children."*

P16: *"In my experience, the abuse of drugs and alcohol by these learners contributes to learner misbehaviour at our school, which is also contributing to high teenage pregnancy."*

P17: *"Drugs and alcohol abuse amongst our learners is another contributing factor. These learners are abusing alcohol and drugs at a very young age with older friends out of school. By doing this, they are trying to practise what they see from others in school and this contributes to learner indiscipline."*

P24: *"Learners using drugs and alcohol also have detrimental impact on other discipline of other learners as they abuse the substances and come to school under the influence."*

Discussion 9

According to Brunette (2018), the use of drugs and alcohol by children from a tender age at home to school is one of the main contributing factors to learner misbehaviour both at home and school. Hamm (2003) stated that alcohol and drug use is also regarded as a contributing factor to high teenage pregnancy in schools worldwide. Mouton (2015) suggested that some parents are also to blame for smoking and drinking alcohol with their own school-going children but sometimes the influence of friends plays a significant role. The abuse of drugs, sexual harassment and bullying are identified by Lilemba (2015) as some acts that learners are imitating and learning from the society around them which may negatively impact upon schools. Correspondingly, Semali and Vumilia (2016) and Yusuph (2017) accused media of playing a role in portraying rebellion as a fashionable lifestyle. Yusuph (2017) stated

that substance abuse by learners has led to a high incidence of hostility in schools. Schunk (2018) using the social learning theory of Bandura, stated that an individual's conduct is adjusted so that it is in harmony with societal values, norms and beliefs, thus enabling the person to adjust successfully to society. Bandura (2017) stressed that behaviour is based on observing what other people do and the consequences of their behaviour. Therefore, Woolfolk (2018) stated that the social learning theory of Bandura emphasises learning that occurs within a social context. The theory of Bandura is used in this inquiry to look at how the interaction of parents and their particular environment affect the behaviour of their children. In this regard, the perspectives of Bandura regarding social learning theory have provided a wider understanding of the development of good and bad behaviour.

5.5.3.3 Influence of friends

In response to question 3, participants identified the influence of friends as one of the causes of learner indiscipline in schools. This is noted by P13, P17, P18, P22 and P23.

P17: *"Due to bad influence of friends, some learners try to practice those bad behaviours in which they see in schools and from their friend's classrooms."*

P18: *"The influence could be also from children who come from urban places (Windhoek), those who pretend knowing certain things (alcohol and drug use) that come and influence others in rural areas."*

P13: *"Peer pressure is a cause of all these learner misbehaviours at our school."*

P22: *"The main cause contributing to learner indiscipline is that some learners are easily influenced and copy their peers' behaviour because they want to belong to a group. So, this comes from low-self-esteem and the need to identify themselves with a group. In other cases, learners choose to be ill-mannered because they want to entertain their friends and want to bring down the teacher in front of their peers."*

P23: *"In my experience, firstly it's peer pressure. Most learners are not disciplined, not because they do not want to but, in most cases, it's because they do things to please their friends."*

Discussion 10

Research has shown that children are easily influenced by their friends and people in their social environment and want to bring those things to their school or teachers (Makendano, 2016; Mwamwenda, 2018; Woolfolk, 2018). Similarly, Antonio (2017) claimed that the way the learner speaks, walks, eats, behaves, learns and believes is influenced by friends. Esire (2016) suggested that the most important determinant of the adolescents' self-image and behaviour is the need to belong to and identify with a friend within the school which may result in becoming part of a rebellious group. Yusuph (2017) explained that due to poor choices of friends, learners sometimes find themselves doing certain things just to satisfy their peers even if they know that what they are doing is totally wrong; for example, theft, skipping classes, alcohol and drug use. Magwa and Ngara (2014) found that when the deviant learner interacts with deviant friends, the level of deviance will escalate.

Varma (2018) stated that the games they play, how they dress, and food preferences are usually indicators of the group's likes and dislikes. Dreikurs (2016) was of the view that learners searched for attention from fellow friends by displaying inappropriate behaviour such as bullying, drinking alcohol and using drugs. In support of Dreikurs (2016), Bear (2013) stated that learners want to be regarded as special rather than just fitting in and contributing like the other members of the group. Dreikurs (1971) contended that every action of the learner is based on the principle that they are looking for a position in a group. On the one hand, Mwamwenda (2018) Amutenya (2016) and Cloete (2017) affirmed that well behaved learners will obey the rules and that good company will change the behaviour of the misbehaving learners; likewise a well-behaved group that dislikes chaos, may assist a problem-maker so that they do not get into trouble with the teachers.

5.5.3.4 Children's up bringing (home environment)

In this investigation, the child's upbringing has been noted as another factor contributing to learner disciplinary problems in schools. The following participants expressed their views (P14, P16, P13 P17, P20, P21 and P24).

P13: *“I think the upbringing of the child from home plays a critical role in learner discipline. A child that is brought up well from homes turns to be well-disciplined both at home and school – charity begins at home.”*

P17: *“Some of the contributing factors of learner discipline at school is mainly influenced by the community or the home environment the particular learner come from or grew-up.”*

P24: *“ most of our learners have differences in their upbringing and values, so this sometimes cause a clash in what one believes as wrong and what is right to the other, and this sometimes results in physical fights with both teachers and learners.”*

Discussion 11

Nzuve (2018) believed that different circumstances in the families have greater influence over the learner's behaviour than what takes place in the school. Brunette (2018) stated that within the home, the foundations are laid for the child's future psychological, physical, emotional and social life. In support of Nzuve (2018), Belle (2018) was of the view that the future behaviour of the child is simply influenced by the way he or she is brought up or the environment in which they are brought up. Mutte (2017) cautioned that it is therefore important that children be correctly brought up for the betterment of their future. Experience has shown that the way the learner/child behaves at school is the mirror of how they live and behave at home. This implies that the misbehaviour of learners at schools reflects the way those particular learners were brought up (Amutenya, 2016; Londa, 2017; Timothy, 2015). Ndamani (2018) proposed that the phenomenon of indiscipline among learners is an indication of the morals, characteristics and deeds of their community.

This view is supported by the research of Ozigi (2018) who found parents who were poor role models contributed to learner's indiscipline. Personal experience has shown that poor achieving learners may be the result of poverty at home, absent parents or empty stomachs and not necessarily because of misbehaviour. Esire (2016) concluded by appealing to teachers to encourage parents to provide an ideal home for their children to the best of their ability. In support of Ozigi (2018), Dreikurs (2014) maintained that the family plays a key role in fulfilling the learners' need for societal belonging as well as proper learner behaviour which can only take place in a

setting which is democratic in nature. Bandura (1977) was of the view that social learning emphasises education that occurs within a social context. Bergan and Dunn (2017) suggested that through observing what other people do and imitating them, social learning occurs. Bandura (2017) and Mushaandja (2016) stressed that the social learning theory provide a wider scope for understanding both proper and improper outcomes of certain behaviours. These views are supported by Woolfolk (2018) who found that social learning was influenced by combination of children's cognitive development, their attitude and their environment.

5.5.4 Question 4

Which challenges do you face in managing learner discipline at your school?

With regard to the question 4 above, lack of parental involvement, disregard for authority, undisciplined parents, abolishment of corporal punishment and lack of strict and clear alternatives to corporal punishment as the five main themes that participants identified as the defies that teachers face in managing learner discipline at their respective secondary schools.

5.5.4.1 Absence of parental involvement

Parents should be involved in their children's education and assist teachers in the difficulties they face in maintaining learner behaviour at their schools. In this investigation, some participants identified the absence of parental involvement as one of the challenges that they are faced with (P13, P15, P20 and P23).

P20: "Parental involvement is the main challenge that we face at our school."

P13: "At our school the main challenge that we face is the problem of the absence of parental involvement in the activities of school."

P15: "If our learners parents are involved in their children's education, who will assist us in this phenomenon? This is a very big challenge we are faced with."

Discussion 12:

According to Lilemba (2018), teachers and parents have a mutual goal of wanting to help children to reach their full potential and yet, in practice, parents and teachers do not always work comfortably with each other. Lemmer and Van Dyk (2018) stated

that schools and families do not always share the same views on what is needed in the child's best interest. Despite having the right to involvement in their children's education, parents are largely absent from school meetings and fail to support their children in school activities such as sports, homework, assignments (Koki, 2015). This is consistent with what the participants revealed through the open-ended qualitative questionnaire stating that *"at our school, the biggest problem we are facing is lack of parental involvement, most parents are not even coming to school meetings and school activities such as sports and cultures and definitely their involvement and support is really lacking."* Oosthuizen and Rossouw (2018) explain that parents are said to be important support structures in the education of their children and their success in life.

In support of Oosthuizen and Rossouw (2018), Dreikurs (2016) believed that the parents play a key role in fulfilling the learners' need for societal belonging as well as proper learner behaviour which can only take place in a democratic setting. Curwin and Mendler (1984) advised that, in order to prevent disciplinary problems from taking place in schools, parental involvement must be encouraged.

5.5.4.2 Disregard for authority

In this inquiry, some participants identified disregard for authority as one of the challenges they face (P17, P21, P23 and P15).

P21: *"The challenge we face is the parents who do not uphold or support the school and its rules. These children of these parents have no regard for the school authority. We are trying not to get physical with these learners as they are sometimes extremely mad and challenging your authority."*

P17: *"The challenge we are facing at our school is with these other learners that they are fighting teachers and learners as well as truancy ... Bullying of both teachers and learners in another major disciplinary challenge."*

P15: *"The biggest challenge we are facing with these learners is that they are arrogant, they do not listen to anyone, they do not do their homework, they bunk classes especially the learners that are not academically performing so well in school."*

P23: *“The challenge we are having is making noise in the class during teaching time, coming to class late purposefully, absconding classes and leaving the class not in order.”*

Discussion 13

The responses of participants suggest that disregard for authority is a major problem experienced by teachers. This is so since participants indicated that challenges such as bullying, fighting and disrespecting authority figures such as teachers, makes it very difficult for education to take place properly (Hayward, 2017). Woolfolk (2018) confirmed that youngsters nowadays watch many acts of violence on TV and social media and copy these acts and use them on their friends and teachers in schools. Hamm (2003) stated that schools are often faced with the problems of unruly behaviour of learners that come to school drunk. Yusuph (2017) suggested that the challenges of lack of learner discipline not only affect Namibian schools but are a global problem. Hamm (2003) further explained that most schools today are faced with serious learner disciplinary problem as learners have begun bringing weapons to schools and classrooms, steal, cheat, lie, vandalise and verbally assault teachers.

Botha (2016) is of the view that the challenges and the handling thereof will make the difference between a teacher enjoying teaching or not. As Brunette (2018) cautioned that it is important that the challenges be handled properly, while Charles (2017) affirmed that these challenges are multidimensional, requiring a multidimensional approach where all stakeholders are involved. In support of the view above, Glasser (1998) argued that once learners are not intrinsically stimulated, they demonstrate bad behaviour. Instruction which does not offer precedence to learners' needs will not be successful. Glasser (2005) cautioned that when learners do not recognise the intention of education, they will misbehave. Zeeman (2016) also argued that the way the national curriculum is offered to the learners and how learning is assessed will influence the behaviour of the learners. Glasser (2001) was of the view that the way teachers teach also influences learners' behaviour. The choice theory brings learners to a knowledge of their duty to make their own choices about their behaviour and ultimately to be accountable for their actions.

5.5.4.3 Unruly parents

The tendency of some unruly parents coming to school to fight with and insult teachers is a challenge that Namibian teachers face. This should be stopped at all costs and they should change their mind-set and start co-operating, assisting and supporting teachers in this phenomenon of learner discipline as noted by P13, P14, P17, P21 and P22.

P21: *“Some of these learner parents are unruly, they come to school and fight and quarrel with us for no apparent reason. Parents do not even support the school and its rules, and you will find that these children of these parents have also no respect for the school authority.”*

P17: *“The challenge we are facing at our school in managing disciplinary problems is that many of these parents who are coming to school to fight and quarrel with teachers whenever they hear reports from their children that they have been reprimanded by teacher A or B that is a problem.”*

P13: *“Some parents or most parents always take the side of the learners even if they know 100% that the child is wrong. These are disrespectful parents that do not control their tongues when they say bad things about teachers in front of the learners in public.”*

P22: *“It is really challenging to manage discipline in the classroom/school if everyone is not pulling in the same direction. Sometimes parents still take their children’s side regardless of the evidence provided, if you insist, they start insulting teachers, and as our hands are cut off, there is really little we can do as we (teachers) may also not administer corporal punishment as it is against the law.”*

P14: *“You would be surprised to see these unruly parents getting drunk or smoke drugs, come to school purposefully and start insulting and using bad language to the teachers.”*

Discussion 14

Studies have shown that some parents do not show respect to teachers in their communities (Antonio, 2017; Brunette, 2018; Mouton, 2015). Experience has also shown that some parents even come to school drunk and start insulting and fighting

teachers for no apparent reason (Amos et al., 2015). Therefore, if these parents exhibit such kind of behaviours to the teachers, how do you expect learners to respect their teachers (school authority)? This reverberates with Makendano (2016) who posited that these learners imitate such behaviour and they will not respect their teachers. Mushaandja (2016) warned that learners and parents should also know that teachers have legal rights. They have to protect themselves from harm caused by either the learners or their parents. Meur (2018) affirmed that parents should constantly bear in mind that they are the role models for their children.

This means that if they misbehave, their children will follow suit. Cloete (2017) is of the view that the behaviour of some parents towards teachers in many learning institutions cannot be condoned and some parents are engaged in various dubious activities. Cloete (2017) and Bandura (1977) suggested that learners actively observe behaviour consciously and unconsciously every day by watching the behaviour of parents, teachers and friends. The theory of Bandura is used in this inquiry to observe how the interaction of parents or teachers and their environment affects the behaviour of their children/learner. Davis (2018) affirmed that parents can use social learning by being good role models for their children. Lilemba (2018) contended that there is nothing that teaches a child mature behaviour like modelling it yourself. Yaghambe (2017) wrote that parents must personify the image of a mature adult, disciplined, respectable and health-conscious. It is therefore important that the parents should always be a good example to their children.

5.5.4.4 Eradication of corporal punishment

In this inquiry, the abolishment of physical punishment was identified by participants as the main reason for a lack of learner discipline in schools. These views are expressed by P16, P18, P19, P22 and P24.

P22: *“From the time when corporal punishment was abolished, there is really very little that we can do, as we teachers cannot administer corporal punishment as it is against the law, so this is a big challenge for us.”*

P19: *“The elimination of corporal punishment in school has a major effect on learner discipline management, and alternative measures such as detention is not really effective.”*

P16: *“Teachers are not allowed to punish learners, so it becomes a police case. Learners are well aware of their rights and opt to do anything they want, knowing that no corporal punishment will be applied to them.”*

P24: *“Learners are aware of their rights and know that teachers cannot physically touch them by giving them corporal punishment and they do as they please.”*

P18: *“It is also the fact corporal punishment has been stopped; now children know that they will not be spanked even at home than they will report to the police.”*

Discussion 15

The responses of the participants above, indicate that, since corporal punishment was outlawed in 1990, poor learner behaviour is a challenge that all Namibian secondary schoolteachers are faced with every day. According to Mushaandja (2016), before Namibia's freedom in 1990, learner behaviour in the educational system of Namibia was managed by physical punishment. According to Oosthuizen (2016) many teachers maintain that the abolishment of corporal punishment left them without any alternatives to manage discipline and teachers have no way of defending themselves. Amutenya (2016) is of the view that, despite the elimination of corporal punishment in Namibia, it is still frequently applied in many schools. According to Glasser's choice theory (2009), chastisement must not be used. On the other hand, Amutenya (2016) urged teachers not to accept any excuses for misbehaviour and stressed that teachers must see to it that there are reasonable consequences for the poor decisions learners make. The choice theory of Glasser, as indicated by Pillay (2014), emphasises assisting learners to increase their level of individual accountability, to develop an internal locus of control..

Dreikurs (1968) urged teachers and learners to work together to prepare the rules of classroom conduct with reasonable consequences for breaking them.

5.5.4.5 Lack of strict and clear substitutes to corporal punishment

Ever since the abolishment of corporal punishment in schools, teachers have not been given any clear or strict alternative methods to use when disciplining learners. Most teachers in the Hardap Region of Namibia, Auob Circuit remain concerned with

the deterioration of learner discipline in schools. These concerns were expressed by P14, P15, P13, P17, P19, P21 and P23.

P13: *“One of the biggest challenges we are facing when maintaining discipline at our school is lack of strict and clear alternatives to corporal punishment.”*

P19: *“Alternatives measures such as detention after school/class, temporary suspension, cleaning of school yard, giving extra work, motivation, referrals for counselling and to principals are not strict and clear, and they are ineffective.”*

P14: *“The Ministry of Education did not make/give clear and concrete mechanisms in place to control or maintain learner disciplinary issues. It is just a matter of referring the learners to counselling but it does not help at all.”*

Discussion 16

The responses of the participants above suggest that teachers lack clear options as alternatives to corporal punishment when maintaining learner discipline in schools. Lilemba (2018) wrote that many teachers have complained that the abolishment mentioned in the policy documents *“Discipline with care”* and *“Discipline with dignity”* are not strict and clear enough for them to implement and this is a huge challenge they face. According to Antonio (2017), the aim of the Namibian policy is to help teachers in effectively managing learner behaviour in their schools as well as setting up the context and providing the structure for the development and finding way how discipline policies are to be implemented at both national and school levels. This view is supported by Brunette (2018) who expresses a concern that learner discipline broke down the Namibian school system when learners found that, when they misbehaved, there were few consequences, adding that learners’ respect for schoolteachers was suddenly lost. Mushaandja (2016) stressed that learners laughed at teachers when they tried to manage learner behaviour in their classrooms as the way to provoke to anger. The theory of Marshall promotes alternatives to physical punishment to learners since he accepts as true that punishment is counterproductive to a teacher-learner relationship (Weisner, 2014).

The theory of chastisement without stress, punishment or reward by Marshall is one of the latest theories on school discipline and the Namibian disciplinary policy is in line with this. The researcher suggests working with this philosophy to see if

secondary schoolteachers in the Hardap Region can apply the policy documents in their strategy for learner discipline management. Marshall (2012) suggested that even those teachers who are skilled require a systematic plan to meet the needs of diverse learners, and teachers need to establish a conducive learning environment where proper instruction's and learning contact place.

5.5.5 Question 5

How do you experience government policies in managing learner discipline at your school?

The answer to this question revealed that government policies are too lenient, government policies are biased and ineffective, and disciplinary procedures take too long to finalise, as the major themes that participants identified as their experiences with regard to government policies in managing learner discipline at their schools.

5.5.5.1 Government policies are too lenient

In this inquiry, participants have described the government policies to be too lenient for the proper operational management of learner disciplinary difficulties in schools. The following participants indicated their concerns on the questionnaire: P13, P14, P15, P16, P17 and P18.

P13: *"Government policies are too lenient for undisciplined learners and these policies have too much freedom that is given to the child."*

P15: *"I feel that the policies put in place are too lenient for these learners. Learners these days have too many rights that you as a teacher cannot really take serious measures to discipline learners."*

P17: *"The government policies are the ones that contributes mostly to the ill-discipline of learners since they are very lenient on the side of learners."*

P16: *"Government policies are very poor and too lenient, because ever since corporal punishment was banned, learners no longer respect teachers."*

P18: *"Government policies are too lenient as they made everything difficult for us (teachers). For example, the pregnant girls are allowed to come to school, give birth*

and come back again and again, and now other girls see this as a good thing and discipline has got out of hand (no order)."

P14: *"Government policies are very lenient on the side of the learners. Because learners are given more freedom and rights, they are doing all kinds of nonsense and fail, and teachers are then blamed."*

Discussion 17

According to Mwamwenda (2018), most teachers in Namibia complained that from the time that physical punishment was abolished in Namibian schools, government policies had been too lenient on the misbehaving learners. Amutenya (2016) stated that the Education, Arts and Culture Ministry had developed the policy documents, *"Alternatives to corporal punishment: Discipline with care"* and *"Discipline with dignity"* for teachers to use as guidelines. The results of the studies conducted by Makendano (2016) and Antonio (2017) indicated that teachers differ significantly on how they use, interpret and understand procedures with regard to alternatives such as warnings, detention, suspension, cleaning of school grounds, or referrals as alternatives to physical punishment.

These findings show that teachers still have a problem with the implementation of alternatives to corporal punishment. This is evident from the participants' views provided on the open-ended qualitative questionnaire, remarking that: *"I feel that the policies put in place are too lenient for these learners. Learners these days have so many rights that us as teachers cannot really take serious measures to discipline learners. Government policies are very poor and too lenient because learners no longer respect teachers."* Lilemba (2018) explained that this decline in disciplinary standards is the result of the fact that the education regulations rarely mention discipline as a school problem. The Education Act 16 of 2001 mentions only two disciplinary measures, leaving the school leaders with few legal or administrative guidelines for the implementation of effective disciplinary measures. Glasser (2005) argued that learners might also demonstrate unwanted behaviours while there is a lack of the seven helpful behaviours such as caring, persuading, paying attention, accommodating, believing and settling differences in relationships. Glasser (1998) asserted that when the school programme is not relevant to the learners' well-being and the assessment of the learners' presentations is not properly conducted,

learners may demonstrate improper behaviour. Baporikar (2018) stated the lack of a legal framework for learner discipline management by the teachers, insufficient understanding and training in management skills and the lack of political decisions about the phenomenon by the line ministry explain the alarming situation experienced in Namibian secondary schools. There is therefore an absence of a discipline plan to address the problem of undisciplined learners.

5.5.5.2 Government policies are ineffective

In this study, participants complained that government policies are ineffective for proper learner discipline management in schools. The sentiments were put forward by P14, P15, P16, P17, P22 and P23.

P14: *“These government policies are ineffective and there are some loopholes in these policies, these policies have given too much freedom to the learners. What those children do in the name of policies is nonsense. Just imagine you are teaching and the children continuously disrupting the lesson, but he or she are contravening the rights of others.”*

P17: *“Government policies are ineffective because these policies are implemented without the concern of parents and teachers and thus it brings some difficulties for teachers to manage learner discipline at school as it is supposed to be.”*

P22: *“The policies regarding discipline in schools are not very effective as learners do not really take them into consideration.”*

P13: *“These policies are ineffective as they do not stipulate clearly the learners’ responsibilities towards their education and the consequences there off when the learner misbehave.”*

Discussion 18

The responses of participants above seem to suggest that most Namibian secondary schoolteachers experience the ineffectiveness of the government policies while managing learner behaviour in their schools. According to Naicker (2014) in Namibia, issues of disruptive behaviour are reported to be increasing in schools every day and this shows that the learner discipline policy has not been effectively implemented. Koki (2015) agreed that the Namibian education policies were not

clear at all in terms of learner management strategies. This perhaps implies that the discipline policies have not properly put into practice perhaps due to shortage of materials, shortage of dedication and guidance of school principals and teachers. Hence, the increase of learner indiscipline cases such as fighting, sneaking out of school, making a noise during classes and disrespect for teachers have become a major concern to teachers at secondary schools (Antonio, 2017).

Sadly, Mohapi (2013) is of the view that once the circumstance are open to personal interpretation, people make inevitable errors in their attempts to belong or fit in. Dreikurs (2016) seems to agree with Mohapi (2013) who explained that, when a learner fails to get approval, then misbehaviour starts. These observations according to Dreikurs (1971) are useful in clarifying situations found among high school learners who conduct themselves poorly in the classroom to attract teachers' attention or try to show off to please their classmates. According to Mushaandja (2016), the fundamental conviction of Dreikurs' social discipline model is that learners wish to belong, to be acknowledged, and that they are able to differentiate between good and bad behaviour. Therefore, Anayo (2014) is of the view that the school needs to be supported to apply their school discipline policy to reduce ill-discipline. One wonders if all the schools in Namibia have appropriate discipline policies, or whether these discipline policies are only white elephants on paper, and not implemented in schools. It seems that this would be a contributory factor in the escalation of learner misbehaviour experienced in Namibian secondary schools.

5.5.5.3 Government policies are biased

In this inquiry, participant pointed out that government policies are biased as they only protect learners and not teachers as noted by P15, P16, P21 and P24.

P15: *"I feel that government policies are biased, as they only benefit the learners and not the teachers."*

P21: *"These policies mostly protect the learners, but do not protect the teachers."*

P16: *"The government policies are very much biased as us teachers don't have rights, only learners."*

P24: *“Government policies have become more supportive towards the learners than us (teachers). As nowadays learners has more rights to say and do things that they want and cannot be punished seriously as they are the leaders of tomorrow.”*

Discussion 19

The responses of the participants above indicated that teachers experience government policies as biased as they only protect and benefit the learners and not the teachers. Thus, this makes it hard for them to effectively manage learner discipline in their schools. In support of the above, Marshall (2012) suggested that even those teachers who are skilled require an orderly plan to meet the needs of the current diverse learners. The concept of discipline without stress, punishment or reward by Marshall, suggests that guidelines can in fact generate problems when rules are unclear and are observed as biased or conflictingly imposed. In support of the theory of Marshall (2012), the assertiveness theory of Canter was used in this investigation since it assisted the researcher to ascertain how teachers make rules and policies that are used in the schools as well as just how much awareness the learners have of the school disciplinary policies and classroom rules.

The above theories are supported by Cloete (2017) who claims that government policies are biased and ineffective and there are some loopholes in these policies. According to Ashipala (2018), the assertiveness theory by Canter provides for a strong system of corrective discipline. Likewise, this theory also helped the researcher to determine whether teachers made use of assertive discipline to improve learner behaviour. Mwamwenda (2018) affirmed the tenets of this theory of discipline which the researcher was interested in such as the preventative (paragraph 2.5.1), corrective (paragraph 2.5.3) and supportive (paragraph 2.5.2) strategies.

5.5.5.4 Disciplinary procedures are too long

In this study, participants lamented that disciplinary procedures were too long. These views are expressed by P13 and P15.

P13: *“Disciplinary procedures as stipulated in the education policy are also in favour of learners. They are too long before punishment can take place. For example,*

expulsion is only vested in the hands of the permanent secretary of the Ministry of Education.”

P18: *“My experience with regard to the procedures to be followed when a learner commits an offence is too long. For instance, warnings, counselling, suspensions and expulsion. Learners are aware of disciplinary procedures that are taking too long before a serious action is taken against them. Consequently, they exploit this situation by repeating the transgressions.”*

Discussion 20

The responses of the participants suggest that many schoolteachers experience the disciplinary procedures as stipulated in the education policy as favouring the learners and that the final decision as to what action should be taken takes too long. Aboluwadi (2015) agrees. Mohapi (2013) stated that Namibian secondary schoolteachers complain that, although they have seen copies of the discipline policies, they have no knowledge of their content.

It also emerged that the regulation of routine discipline problems is ineffective; the policies lack clarity; they are not well understood by teachers across the country; and they are applied inconsistently (Directorate of Education, 2015). In the views above are consistent with the participants' views offered through using a qualitative open-ended questionnaire explaining that: *“my experience with regard to the procedures to be followed when a learner commits an offence is too long. For instance, warnings, counselling, suspensions and expulsion learners are aware of disciplinary procedures that are taking long before serious action is taken against them, consequently, they exploit this situation by repeating the transgressions.”* From the answers of the above participants, one sees how long the procedure is with regard to reaching finalisation. In support of the views above, Zimba (2018) claims that, in Namibia, a learner can only be temporarily or permanently excluded from school by the school authority when that particular learner has committed a serious offence, but this can only be done as the last option after other means such as warning, detention, referrals and counselling have not worked. Only the office of the Education Director has the power to temporarily exclude learners while only the line ministry's Executive Directive have the power to permanent exclude them (Antonio, 2017). In support of Zimba (2018), Canter's theory (1992) states that the effective

disciplinary procedures must be clear, specific and easily understood by both teachers and learners as very long procedures are inconvenient. Dreikurs (1968) supported this view by claiming that the main strategy to correct learners' misbehaviour lies in the short, clear and simple procedures.

5.5.6 Question 6

Which strategies do you develop and adopt in managing learner discipline at your school?

The answers to question 6 revealed referrals, detention, stakeholders' involvement and disciplinary committee as the main strategies that teachers developed and adopted in managing learner discipline.

5.5.6.1 Referrals

In response to question 6, most participants pointed out referrals as one of the strategies that they use to learners who are problematic both at school and classrooms as stated by P13, P16, P17, P18, P21, P22, P23, P15 and P24.

P24: *"As part of our strategies, we also involve our life skill teacher (school counsellor) in managing discipline at our school by referring problem learners to them for guidance and counselling before we transfer the case to the management and school board for actions to be taken against the responsible learners."*

P13: *"At our school, we do referrals for counselling."*

P16: *"For learners who are undisciplined we are referring them for counselling support."*

P18: *"We have a school counselling team to whom we send the children that misbehave."*

P23: *"At our school, after the learner have received a disciplinary warning more than twice they are called in for disciplinary by disciplinary committee afterwards the learner is taken or referred for counselling. If the behaviour does not change after counselling the parents are called in and then the final is taken."*

Discussion 21

General learner discipline problems, including school-based violence, according to Donnelly (2018), are a phenomenon that is troubling most of the developing world where most countries have abolished corporal punishment at school in line with human rights agenda, but the teachers are battling in implementing alternative peaceful discipline measure. Mutte (2017) stated that this corroborates the responses of the above participants who identified referrals as one of the best strategies that they use when maintaining learner behaviour at their schools. The Ministry of Education (2016) stated that learners with severe disciplinary problems as well as those with problems pertaining to medical issues should be referred to medical experts. Brunette (2018) advised that if there were learners with medical problems, it was important that teachers be informed, adding that it was very difficult to expect teachers to handle all school problems alone as few were skilled in doing so. In support of Brunette (2018), Gichohi (2015) maintained that managing learner behaviour in schools is a collective responsibility. Oosthuizen and Rossouw (2018) affirmed that many teachers used referrals, counselling and detention as possible strategies to maintain discipline in schools.

5.5.6.2 Detention

In this inquiry, detention was identified by participants as one of the strategies they use in managing learner behaviour at their schools as expressed by P16, P17, P18, P19, P21 and P22.

P22: *“Another strategy is to given detention to learners that were misbehaving during the class or to those who did not do their homework.”*

P17: *“At our school, keeping learners after school to study is one of the strategies that we use when they are ill-disciplined.”*

P19: *“We discussed the strategy of detention to those misbehaving learners and they all agreed, and they are obliged to sit for an hour or two after school.”*

P21: *“As part of our strategies, learners remain after school as punishment or remain in class during interval time.”*

P18: *"We also try detention-classes for them to regret and not to repeat their actions."*

P16 and P20 concurred that *"We order some learners to stay after noon cleaning the school yard."*

Discussion 22

According to Woolfolk (2018), most Namibian secondary schoolteachers are faced with the phenomenon of lack of learner behaviour at their schools. Morrison (2011b) contended that teachers are not allowed to physically punish their learners but are required to develop, adopt and use certain strategies. From the responses of the above participants, detention is identified as another strategy that they use when managing learner behaviour at their schools. In support of the above, the Legal Assistance Centre (2017) stated that detention in class or after school is more beneficial if learners see it as extra assistance given to them for their benefit. In relation to detention, certain restrictions are imposed on school as to when this might be exercised. Hubbard and Coomer (2017) stated that, while this has disadvantages such as a teacher having to be present, it also has the distinct advantage of emphasising to parents that their children have not been behaving appropriately and the detention serves to involve the parents in the reformatory process. Mushaandja (2016) argued that, in cases where the offender enjoys the stay-in, this method of punishment will be useless. Canter and Canter (1992) is of the view that teachers must know exactly in what way and when to instil good behaviour and when learners choose to break the rules, they use firm and consistent negative consequences but only as the last resort.

Canter (1996) argued that, if teachers are to be assertive, they need to insist on decent responsible behaviour from their learners which is needed in society. Canter and Canter (1998) argued that the penalties do not have to be severe to be effective and stressed that negative consequences must be applied every time a learner chooses to misbehave. In support of Canter and Canter (1998), Dreikurs (2016) emphasised that teachers must not use punishment, but proper alternatives such as detention and referrals. Mutte (2017) concluded this section by affirming that different approaches such as referrals, counselling and detention be used by teachers to deal with learner behavioural issues in schools. Therefore, we have to

measure ourselves constantly against these ideas and adjust our strategies and methods where needed.

5.5.6.3 Involvement of other stakeholders

With regard to data obtained from this investigation, involvement of other stakeholders was identified to be another strategy that participants use to elevate learner discipline at their schools as noted by P13, P20, P22, P23 and P24.

P13: *“As part of our strategies we involve other education stakeholders such as the school counsellors, school board members, disciplinary committee members, police, parents of the concerned learners, motivational speakers from outsider, and people from the gender and child welfare ministry, psychologists from the ministry of health and learners representative council members (LRCs).”*

P20: *“At the beginning of the year, we always include other stakeholders such as learner representative council (LRC), school board, school counsellors and disciplinary committee members, when formulating set of school laws and regulations.”*

P24: *“We always invite parents, church pastors and social workers to discuss some other strategies as to how to curb learner misbehaviours at our school.”*

P23: *“One of the other strategies that we use at our school is including our learners in the school decision-making programmes.”*

P22: *“Through their learner representative council members, learners at our school are also involved in other special committees, such as the disciplinary committee.”*

Discussion 23

According to Makendano (2016), the maintenance of learner discipline in school requires a collective effort from all interested stakeholders in education like religious leaders, security forces, parents, psychologists, learners, doctors, teachers, school counsellors, disciplinary committee members, board members of the school and the Education Ministry. In this vein, the responses of the above participants suggest the involvement of other stakeholders as one of the other best strategies to use when maintaining learner behaviour at their schools. Meador (2017) and Gichohi (2015)

and Aboluwadi (2015) stated that it remains the responsibility of all stakeholders to promote acceptable behaviour among learners. Mushaandja (2016) was of the view that there Glasser's choice theory aims at motivating learners in schools and involving them in making decisions regarding issues related to their discipline. Amutenya (2016) believed that through the choice theory, learners must be allowed to discover means of accomplishing self-actualisation, self-assurance and self-improvement to be capable of engaging themselves in free learning. Consequently, a mixture of motivation and counselling for learners might be suitable for working with difficult learners at school.

In addition, Hamm (2003) suggested that the solution of involving stakeholders like learners would decrease violence and the number of discontented learners. Kapueja (2014) affirmed that stakeholders such as learners, teachers, parents, teacher counsellors, members of the security services and school board members should be part of education transformation in their schools. Given the shortcomings in the policies, the line ministry needs to review the policy of education on discipline and implement stricter strategies to mitigate the level of ill-discipline in Namibian schools (Cawood, 2007).

5.5.6.4 Disciplinary committee

In this inquiry, referrals to the disciplinary committee emerged as one of the most effective strategies that participant teachers use in alleviating learner disciplinary problems in schools. These views were put forward by P13, P16, P22 and P23.

P22: *"We have developed a disciplinary committee which is mandated to deal with the disciplinary problems of all those ill-discipline learners, where undisciplined learners and their parents are called in for hearing and keep records of all learner transgressions."*

P13: *"Sometimes we call in school board members to deal with ill-discipline learners at the disciplinary committee meetings to discuss the problem."*

P23: *"At our school we have a disciplinary committee where misbehaving learners are called in for disciplinary hearing if found guilty he/she have to sign a disciplinary form or receive a disciplinary warning."*

P16: *“As part of our strategy, misbehaving learners are referred to the disciplinary committee before that particular learner is referred for counselling.”*

Discussion 24

In this inquiry, the participants stated that the disciplinary committee had the power to deal with the hearings on the disciplinary problems at their schools. The Education Act 16 of 2001 stipulates that every school is required to have a committee to deal with learner misbehaviour at their schools (Brunette, 2018).

According to Mohapi (2007), teachers need to use rules, procedures and consequences which are simple, clearly stated and easily understood. In support of Mohapi (2007), Streere (2018) was of the view that the penalties must be applied through a disciplinary hierarchy. Canter (1997) was of the view that teachers are responsible for identifying how and when to instil decent conduct and when learners select to break the rules, they should use consistent and firm consequences. Canter (1996) argued that educators need to be insist on accountability from their learners which is required by every stakeholder. The assertiveness theory of Canter offers a system of dealing with the behaviour at the time it happens; this sets it apart from other theories of discipline. The discipline theory addresses learners' actions rather than making value judgements about the personality of the learner. According to Andrius (2014), this theory offers a very effective system of corrective discipline (paragraph 2.5.3). The theory also aids teachers in getting support from school administrators and parents before executing the disciplinary plan. Anayo (2014) stressed that any behaviour management system that the teacher wants to implement must first be deliberated with the school management since both the management and the parents ought to be cognisant of the proposed system. This will enable the parents to understand the teacher's attitude regarding the importance of good conduct and its effect on teaching and learning.

In support of Anayo (2014), Curwin and Mendler (2018) believed that disciplining with dignity is a successful way of maintaining proper classroom management and that instruction and strengthening responsible human behaviour exists as the core of discipline with dignity. This theory of Curwin and Mendler aided the researcher to understand how teachers can discipline their learners while upholding their self-respect as humans. Mendler and Curwin used the word 'dignity' to indicate the value

placed on human life. They maintained that the school existed more for learners than for teachers (Mohapi, 2013). It is therefore very important to develop plans to prevent discipline problems while also planning how to eliminate misbehaviour when it occurs.

5.6 SYNTHESIS OF THE RESULTS

The results of the individual semi-structured interviews and those from the qualitative open-ended questionnaire are synthesised below, under the following key themes/categories: the extent to which teachers manage learner discipline; teachers experiences in managing learner discipline; causes contributing to learner discipline; challenges teachers face in managing learner discipline; experience of government policies in managing learner discipline; and strategies teachers develop and adopt in managing learner discipline.

5.6.1 Extent to which Teachers Manage Learner Discipline

The results from the semi-structured individual interviews and qualitative questionnaires revealed that learner discipline is a very difficult task to manage. The results pointed to various types of punishment used when maintaining discipline such as referrals to the disciplinary committee or the use of a demerit system.

5.6.2 The Experiences of Teachers in Managing Learner Discipline

The results showed that a lack of parental support is one of the problems they experience in schools. The results revealed that older learners who challenge teachers are a serious problem. Undisciplined learners are taking chances in schools as they know that even if they misbehave, nothing will happen to them. The results showed that since physical punishment had been abolished; teachers experienced alternative ways and means of discipline as ineffective. The results identified lack of teamwork among teachers as a very serious problem.

5.6.3 Causes contributing to Learner Discipline

The findings revealed that the major factors in lack of learner discipline are founded on the home environment and the absence of parental involvement. The results indicated that some learners misbehave in school due to peer pressure. The use of alcohol and drugs among school learners is a serious challenge experienced by

most schools. However, both teachers and learners contribute to learner disciplinary problems.

5.6.4 Challenges Teachers face in Managing Learner Discipline

The results show that lack of parental involvement is a challenge which teachers face in maintaining learner discipline. The learners do not respect authority, and it was indicated that unruly parents are also a challenge. The results show that the abolishment of corporal punishment left teachers without any recourse.

Lack of strict and clear alternatives to corporal punishment was also identified as a major challenge to learner discipline management at schools. Undisciplined learners are a threat to peace and security of the school, exacerbated by alcohol and drug abuse..

5.6.5 Experience of Government Policies in Managing Learner Discipline

The results reveal that the policies of the Namibian education system are not conducive to learner behaviour management in their schools. Government policies are not clear, are too lenient and do not work, and are biased as they only support learners and not teachers. The disciplinary procedures as stipulated as in the government policies are not speedily applied when maintaining learner behaviour in schools.

5.6.6 Strategies Teachers Develop and Adopt in Managing Learner Discipline

The results show that talking to learners privately is one of the strategies that teachers use in helping learners to become disciplined. The demerit system, detention, counselling, referrals, expulsion and suspension were strategies that teachers used for misbehaving learners.

5.7 CHAPTER SUMMARY

In this chapter, the characteristics of the participant teachers were described. The key themes from the semi-structured individual interviews and the open-ended qualitative questionnaire were presented and discussed in relation to each of the six research questions that guided this investigation. This chapter further analysed, presented and discussed the findings considering the literature in (chapter 2) and the

theoretical frameworks that guided this inquiry in (chapter 3). Lastly, the main results from the gathered data from the semi-structured individual interviews as well as those from the qualitative open-ended questionnaire were synthesised.

The next chapter presents the summary of the study, conclusions on the main results from the semi-structured individual interviews as well as those from the qualitative open-ended questionnaire. The limitations of the study are clearly outlined, and recommendations are made. Finally, recommendations for further research are provided.

CHAPTER 6

STUDY SUMMARY, RECOMMENDATIONS AND STUDY LIMITATIONS

6.1 INTRODUCTION

This chapter follows on as of the previous Chapter 5 in which the gathered data were analysed, interpreted, presented and discussed. In Chapter 6, the summary of the six chapters, conclusions on the main results from the semi-structured individual interviews and the qualitative open-ended questionnaires are made in relation to each of the six research questions presented in Chapter 1 (paragraph 1.4.1.2). The limitations of the study are pointed out. Recommendations directed at the Education, Arts and Culture Ministry, secondary schools, teachers, parents and learners are highlighted. Recommendations for further research.

6.2 SUMMARY OF THE CHAPTERS

6.2.1 Chapter 1

Within Chapter 1, introduction of the study (paragraph 1.4), Orientation to study (Paragraph 1.2), motivation for inquiry (Paragraph 1.3), research problem (Paragraph 1.4), questions for research which guided this research (Paragraph 1.4.1), Aims and Objectives (Paragraph 1.4.2) and the Inquiry purpose (Paragraph 1.4.3) were detailed. A brief review of literature (Paragraph 1.5) and theoretical framework that guided this study (Paragraph 1.6) methodology and design (Paragraph 1.7) were given.

Credibility and trustworthiness of the study (Paragraph 1.8) and the ethical issues (Paragraph 1.9) were all briefly explained.

Limitations and delimitations (Paragraph 1.10) and study contributions were properly laid out (Paragraph 1.11). In this chapter, the most important key concepts (Paragraph 1.12) were defined and clarified for the readers. The chapter ended with the division of six chapters of the study (Paragraph 1.13). The main research question which guided the study was: To what extent are teachers able to manage learner discipline in secondary schools in the Hardap Region of Namibia.

6.2.2 Chapter 2

In this Chapter 2, a broad historical background of discipline in school was presented. The meaning of the term discipline and the differences between discipline and punishment and types of discipline are explained. The purposes of discipline, and the aims and the goals of discipline were addressed. Management of learner behaviour in secondary schools was discussed. The duties, roles, rights and responsibilities of teachers were clearly laid out. An extensive review of literature on teachers' experiences, contributing factors to learner discipline, challenges experienced by teachers, government policy on learner discipline and strategies to be developed and employed by teachers in schools were dealt with. Some general principles and methods for helping learners to become disciplined, as well as the importance of effective classroom management were explained. It was revealed that good instruction and knowledge cannot take place without proper discipline.

6.2.3 Chapter 3

In Chapter 3, the definition of a theory, the purpose of theory, functions of theories in educational management and major characteristics of theories of education management were presented. The elements of theory, what constitutes a good and useful theory, and the nature of theoretical frameworks were explained. This chapter extensively discussed the six theories and models of discipline management that guided this inquiry: Albert Bandura's social learning theory (1989); Marvin Marshall's discipline without stress theory (2004); Curwin and Meddler's discipline with dignity theory (1988); Dreikurs' social discipline model (1968), Canter's Assertiveness Theory (1992) and William Glasser's choice theory (1998).

In this chapter, six theories were used, and more than one theory was combined in this study, which is generally known as theoretical triangulation. Triangulating these theories enhanced the comprehension of the researcher on the topic being studied. The reason for using these six theories and models was to complement each other and to view learner discipline in an holistic way. As suggested by Charles (2017), theories offer the framework and the knowledge that provides people with a better insight into working with learners and how familiarity with the social world may be used to assist in explaining social phenomena. This chapter reveals that no inquiry can succeed without the guide of a theory. Theories deliberated in this chapter

provide the researcher with a wide range of methodologies that varied in their philosophical foundation and practical application. The researcher's aim was to investigate how learner discipline management has affected those involved in the development and adoption of different strategies in dealing with learner discipline (Batten, 2016).

6.2.4 Chapter 4

The fourth chapter explored the research methodology and the design employed for this inquiry. This inquiry is positioned with the interpretive paradigm (Paragraph 4.2) and followed a qualitative strategy (Paragraph 4.3) which was focused on the extent to which teachers experienced and managed learner behavioural problems in their schools. This research used a design of a qualitative case study (Paragraph 4.4). The purpose (Paragraph 4.5) as well as characteristics of the qualitative research approach (Paragraph 4.6) was discussed. The research was conducted at six purposively selected schools in the Hardap Region of Namibia, Auob Circuit. In this inquiry, the purposive sampling method (Paragraph 4.7.4) was used to select the six secondary schools as well as 24 participant teachers for this study.

The data gathering instruments such as qualitative open-ended questionnaire (Paragraph 4.8.1) and interviews (Paragraph 4.8.2) were employed to gather data. Triangulation, crystallisation and structural coherence were pointed out (Paragraph 4.9). The ethical issues that were taken into consideration in conducting the research (Paragraph 4.13) were also outlined. The study also addressed the issues of trustworthiness and credibility (Paragraph 4.12). The logical procedures and steps followed in analysing the data (Paragraph 4.11.2) to arrive at answering the research questions were also described by the researcher.

The procedures followed during the investigation (Paragraph 4.10) were explained. The selection of participants and sites for the interviews and qualitative open-ended questionnaire (Paragraph 4.7) was discussed. In conclusion, the control of literature (Paragraph 4.14) was also addressed.

6.2.5 Chapter 5

In Chapter 5, the main inquiry results of the data gathered through semi-structured individual interviews (Paragraph 4.8.1) and the qualitative open-ended questionnaire

(Paragraph 4.8.2) in Chapter 4 led to the results as analysed, interpreted, presented and discussed in this chapter to answer the major research questions.

The key themes from the semi-structured individual interviews (Paragraph 5.4) and from the qualitative open-ended questionnaire (Paragraph 5.5) were presented and discussed in relation to each of the research questions (Paragraph 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5, 5.4.6 and 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5 and 5.5.6) respectively.

The chapter concluded with a synthesis of the results (Paragraph 5.6). The findings were discussed in the light of the literature review in Chapter 2 and theoretical frameworks in Chapter 3.

6.3 LIMITATIONS OF THE STUDY

Limitations that may have implications for the results were that this research could only be carried out in one circuit (Auob Circuit) of the Hardap Region, Namibia and not the whole (entire) region/country, due to a lack of funds. Due to the nature of the data gathering instruments used in this investigation (i.e. open-ended qualitative questionnaires and individual interviews which are semi-structured). The research was carried out after school. In this regard, prior arrangements were made telephonically with all the school principals of the targeted schools for questionnaires and interviews to be conducted after school hours with the participants at the agreed location at school. Six secondary schools out of 18 secondary schools from the Auob Circuit were involved in this research. The findings cannot be generalised to the whole (entire) region of Hardap but serve as an indication of problems that teachers encounter within the area of Auob Circuit regarding learner behaviour management.

It is therefore acknowledged that if a wider range of secondary schools within the Hardap Region had been used, this could have assisted in enlisting a wider range of conclusions on the nature of teachers' experiences when managing learner discipline in their schools. Because of the vast nature of the Region, it was not easy to travel from one school to another due to the long distance between these schools, with three schools being located in a very remote areas approximately 100-140 km from the town of Mariental and the gravel roads leading to those schools are in a very poor conditions, rocky, badly damaged and unsafe to travel. Even though a four-wheel (4x4) truck was used, it was a very difficult journey. In this regard, it was

very costly in terms of both fuel and the car maintenance. One teacher at one of the chosen schools was not present at the school at the scheduled time as he was reported to be attending to his child who felt sick, so no other teacher was available. In this regard; the school principal opted to take his place in answering the questionnaire.

6.4 CONCLUSIONS

Table 6.1 below provides a brief overview of the main themes from Chapter 5, comparing the findings from the interviews and questionnaires. Thereafter, these themes are discussed in the light of the theories discussed in Chapter 3.

Table 6.1: Key themes from interviews and questionnaires

Theme	Interviews	Questionnaires	Relevant theories
Management of discipline	Eradication of corporal punishment	Eradication of corporal punishment	
Government policies	Poor, inefficient, unclear, lenient Lengthy disciplinary procedures	Ineffective, lenient, biased, lengthy disciplinary procedures	
Stakeholders	Teamwork		
Factors affecting learner behaviour	Lack of parental involvement Peer pressure Social circumstances Lack of consequences	Lack of parental involvement Peer pressure Social circumstances	Bandura's social learning theory Dreikurs' social discipline theory
Nature of poor behaviour	Alcohol and drug abuse Disrespect; violence	Alcohol and drug abuse Disregard for authority	Bandura's self-efficacy theory
Problems in managing discipline	Lack of teamwork Problems with teachers themselves	Lack of clear alternatives	Glasser's choice theory Dreikurs' social discipline theory
Strategies	Demerits Detention Expulsion and suspension Referrals Talking to learners Violation system	Detention Disciplinary committee Referrals Stakeholders	Canter's assertive discipline theory Curwin and Mendler's 'discipline with dignity' theory

It is evident from the table that there are similarities between the results from the two data collection methods.

6.4.1 Management of Discipline

The results of this inquiry showed that at some schools in the Hardap Region discipline is well managed and discipline is also very good both at class and school levels. The results also highlighted that it depends on the group which the teacher is teaching. According Van As (2016), teachers are responsible for proper management of a positive instructional environment in their schools. Ramsey (2018) affirmed that teachers should be assist learners to accept responsibility for their behaviour. In support of the views above, Antonio (2017) and Rosen(2016) explained that teachers have the duty to provide quality education to learners, manage their classes and create a good and caring learning environment, employing the right strategy for each individual learner.

Canter (1997) was of the view that those teachers knows how and when to instil good behaviour and when learners choose to break the rules, they use consistent and regular negative penalties but only as a last resort. The assertiveness theory of Canter states that bad behaviour should be dealt with as soon as it takes place, making the learner answerable for their behaviour and resulting consequences (Porter, 2017). Teachers are therefore encouraged to direct learners to judge their own conduct (Zaibert, 2016). In this regard,

6.3.4.5 Eradication of corporal punishment

According to Oosthuizen (2016), many teachers maintain that the abolishment of physical castigation left them without any alternatives to the use of the cane. The abolishment of physical punishment has left teachers helpless when it comes to the management of learner behaviour in schools. Learners have no respect for teachers because of a lack of effective consequences.

According to Glasser (2009), chastisement must not be used. On the other hand, Amutenya (2016) urged teachers not to except any excuses for misbehaviour and stressed that they have to make sure that learners experience reasonable

consequences for the poor decisions they make. Glasser's choice theory emphasised assisting learners to increase their individual accountability, changing to an internal locus of control and self-obedience. Furthermore, Pillay (2014) suggested that a teacher's responsibility in discipline must solely be to assist learners to improve their behavioural choices.

Dreikurs (1968) concluded by urging teachers and learners to work together to prepare set of rules for classroom conduct and must connect these with reasonable consequences for breaking the rules. Dreikurs (2016) stressed that teachers must not use punishment and that they must avoid using rewards, which he felt made learners dependent on the teacher.

6.4.2 Government Policies

The results of the investigation revealed that the Namibian education system and its policies is a challenge faced by all schoolteachers when it comes to learner discipline management in their schools. The European-American or a western system adopted by the Namibian government is not conducive to the Namibian people. The main problem that the Namibian government has is that the disciplinary system is not working and not catering to the needs of the Namibian learners. Some of the policies need to be revised and adjusted to make them more applicable to the Namibian child. The results suggested that the government should review the whole education system to serve the Namibian people as there is no future with this education system. In support of the above views, Mouton (2015) stated that there is a growing concern among stakeholders regarding the quality and standard of the Namibian education system and the effectiveness of its policies with regard to learner behaviour management in schools. Antonio (2017) affirmed the situation of the Namibian teachers has become unbearable because of incompatible policies which have led to the dissatisfaction of teachers with regard to their allocated time and other administrative tasks associated with the implementation of the new curriculum which involves many assessment methods and procedures which are complex, resulting in their workload being increased.

Mendler and Curwin (2018) stated that each rule should have an array of consequences. The implementation of the guidelines is critical for classroom management but if they are not clear, this may lead to a state of indiscipline. Curwin

and Mendler (1988) affirmed that these rules must be stated plainly and precisely for the purpose of teaching learners that misconduct has negative consequences.

In support of the above, penalties must not be severe to be affective, stressing that undesirable consequences must be used every time a learner chooses to behave inappropriately. According to Steere (2018), absence of trained teachers and discipline methods is part of the problem why indiscipline is on the rise in the schools. Mohapi (2013) states that many Namibian secondary schoolteachers complain that although they have seen copies of the discipline policies, they have no knowledge of the content thereof.

Government policies are experienced as weak and ineffective when maintaining learner behaviour in schools and they really limit teachers when they want to maintain proper discipline. The alternatives as stipulated in the government policies such as detention do not work in all instances. Most teachers are not happy with the removal of physical punishment in schools, lamenting that when the government removed corporal punishment, they should have given them appropriate, effective alternatives.

According to Mushaandja (2016), the fundamental conviction of Dreikurs social discipline model is that learners wish to belong and be acknowledged, and that they are able to select good from bad behaviour. Therefore, Anayo (2014) is of the view that when these take place, then school are supported to apply their school discipline policy to manage discipline.

Furthermore, government policies are biased as they only support learners only and not teachers. The results stressed that government policies are one sided, too flexible and too lenient, as they are protecting the learners too much and leaving the teacher vulnerable to criticism. Makendano (2016) and Antonio (2017) indicated that teachers differ significantly in the extent to which they use, interpret and understand procedures with regard to alternatives such as warnings, detention, suspension, cleaning of school yards, referrals as alternatives to physical punishment. These findings (results) prove that teachers still have a problem with the implementation of alternatives to corporal punishment. Lilemba (2018) explained that this problem is the result of a lack in the education regulations which rarely mention discipline as a school problem.

Baporikar (2018) was of the view that lack of legal framework for learner discipline management by the teachers, insufficient understanding and training in management skills and the lack of political decisions about the phenomenon by the line ministry explains the alarming situation experienced in Namibian secondary schools. There is therefore an absence of a discipline plan to address the problem among undisciplined learners.

The disciplinary procedures as stipulated in the government policies take too long to finalise. Zimba (2018) claimed that, in Namibia, a learner can only be temporarily or permanently excluded from school by the school authority as the last option after other means such as warning, detention, referrals and counselling have not worked. The procedures are lengthy, as the case goes to the principal, from the principal, to the school board, from the school board, to the director of education and then to the executive director of the line ministry, who will make a final decision. Due to the length of the procedures, the learner in question is disadvantaged as they are not learning while they are waiting for the final decision.

In support of Zimba (2018), Canter's theory (1992) stated that effective disciplinary procedures must be clear, specific and easily understood by both teachers and learners as lengthy procedures are inconvenient. Dreikurs (1968) supported this view by claiming that the main strategy to correct learners' misbehaviour lies in the short, clear and simple procedures.

6.4.3 Stakeholders

Interested stakeholders include religious leaders, security forces, parents, psychologists, learners, doctors, teachers, school counsellors, disciplinary committee members, board members of the school and the Education Ministry.

A lack of teamwork among teachers is a serious problem experienced by teachers in the Hardap Region, Namibia, Auob Circuit with regard to learner discipline management. Teachers believe that they could manage learner behaviour better if everybody worked together as a team. The results pointed out that teamwork among teachers is really lacking when it comes to learner behaviour management in schools. According to Antonio (2017), Kapueja (2014) and Meador (2017), the

maintenance of learner discipline in schools requires proper teamwork from all teachers and a collective effort from other

Meador (2017) and Gichohi (2015) maintained that managing learner behaviour in the schools is not an easy task, and it needs the involvement of everyone. It goes without saying that everyone in a school who is involved in the education of learners must work together and have a common understanding when it comes to disciplinary matters.

Glasser's theory of choice posits that it is necessary to involve all stakeholders in a school in decision-making about issues related to learner behaviour (Aboluwadi, 2015; Hamm, 2003). In support of the theory of choice, Lilemba (2018) claims that short of the dedicated involvement of every stakeholder in education, the vision of quality education cannot be achieved.

6.4.4 Factors Affecting Behaviour

6.4.4.1 Children's circumstances at home

One of the major causes contributing to learner discipline is the children's circumstances at home. Circumstances at home include such things child-headed households, or households where their parents or their guardians might be involved in alcohol or drug abuse and do not carry out their parental duties, and places where there is no respect for others and authority. According to Belle (2018), Brunette (2018), Nzuve (2018), Londa (2017) and Ozigi (2018), family circumstances have a great impact on the learner's behaviour. Experience has shown that the way the learners behave at school is a reflection of how they live and behave in their home and community environment (Amutenya, 2016; Ndamani, 2018; Timothy, 2015).

Personal experience has shown that poor achieving learners may be the result of poverty at home, absent parents or empty stomachs and not necessarily because of misbehaviour. Esire (2016) appealed to teachers to encourage parents to provide an ideal home for their children to the best of their ability. Dreikurs (2014) maintained that the family plays a crucial role in fulfilling the learners' need for societal belonging as well as proper learner behaviour which can only take place in a setting which is democratic in nature. Bandura (1977) emphasised that social learning occurs within

a social context. Bergan and Dunn (2017) suggested that social learning occurs through observing and imitating what other people do.

Mushaandja (2016) and Woolfolk (2018) argued that learners' behaviour, as held by social learning theory, is not influenced by psychological or cognitive factors alone but by environmental factors as well. In this vein, Bandura (2018) argued that, if individuals have to merely depend on the consequences of their own deeds to inform them what to do, then behaviour management might be extremely arduous if not perilous.

6.4.4.2 Lack of parental involvement

The lack of parental involvement is a challenge that teachers face in maintaining learner discipline in schools. Communication with the parents is a huge challenge when teachers try to get the parents to school to inform them about the discipline of their children because parents failing to show up when they are called to discuss disciplinary issues of their children. Parents are also frustrated and do not know how to manage their children's behaviour, often leaving it to the school to resolve. Divergent and sometimes apparently incompatible views of lack of parental involvement separate and even push away parents and teachers (Lemmer & De Wet, 2018). Amutenya (2016) maintained that:

learner discipline boils down to lack of parental involvement towards the learners and learners are causing discipline problems with regard to lack of the involvement of parents in their children's life, due to failure of parents to come to school meetings, and failure to support their children in school activities such as sports, homework, assignments, many teachers are pointing their fingers to parents as the main contributors of deficiency of learner discipline in schools.

In support of Amutenya (2016), Nzuve (2018) suggested that the problem of lack of parental involvement and parental supervision may also be the source of learner misbehaviour. According to Amutenya (2016) lack of parental involvement in school activities and assistance with children's homework can affect both the academic achievement of children and the relationships between home and school.

Wanja (2014) argues that when parents are not involved in the maintenance of discipline in schools it will be very difficult for teachers, learners and principals to do

it alone. On the other hand, Koki (2015) contends that teachers should help to coordinate school activities that can assist to improve the problem of lack of parental involvement.

6.4.4.3 Peer pressure

The results of this investigation revealed that some learners misbehave in schools due to peer pressure (Antonio, 2017; Varma, 2018; Yusuph, 2017), where some learners find themselves bunking classes, drinking alcohol or taking drugs, indulging in sexual promiscuity, and theft, among other things, which they have never done before. Research has shown that children are easily influenced by what they hear and see among their friends and in their community and bring that behaviour into the school (Makendano, 2016; Mwamwenda, 2018; Woolfolk, 2018).

It is suggested by Esire (2016) that the most important determinants of the adolescent's self-image and behaviour are the need to belong to and identify with friends which might shape their behaviour within the learning institution and may result in a gang-mentality. This view is supported by the research of Magwa and Ngara (2014). Dreikurs (2016) and Bear (2013) are of the view that learners search for attention from friends by displaying unacceptable behaviour such as bullying, drinking alcohol and use of drugs. Dreikurs (1971) contended that each action of the learner is based on the premise that they are looking for a place in the group. Mwamwenda (2018), Amutenya (2016) and Cloete (2017) affirmed that learners will tend to obey the rules of the group, whether good or bad.

6.4.5 Nature of Poor Behaviour

6.4.5.1 Attitudes to education

The outcomes of this inquiry show that learners are generally to be blamed for the poor behaviour that they show in schools. Most learners in the Hardap Region do not have any vision; do not know why they are in school; lack respect for others and people in authority; do not take their education seriously; and end up failing their grades (Amutenya, 2016). Hardap secondary school learners bunk classes regularly and that contributes to ill-discipline in most schools. According to Hamm (2003), since the abolishment of corporal punishment in all Namibian school in 1990, the behaviour of some learners is unbearable and very difficult to control.

In support of the above, Lilemba (2018) affirms that the misbehaviour of learners seems to be a major problem in the 21st century in many high schools globally. This claim is supported by Woolfolk (2018) who confirms that youngsters watch many acts of violence around the world and copy these acts and use them on their friends and teachers in schools.

Glasser (1998) argued that when learners are not intrinsically stimulated, they demonstrate bad behaviour, and seek external gratification. If teachers do not prioritise these needs, education will not be successful. This is confirmed by Glasser (2005) and Zeeman (2016). Glasser (2001) is of the view that the way teachers teach may also influence learners' behaviour. The choice theory helps learners to understand their responsibility to make their own choices about their behaviour and ultimately to be accountable for their actions.

6.4.5.2 Disrespect and violence

Undisciplined learners are a threat to peace and security of the learning institutions. This claim is supported by Woolfolk (2018) who confirmed that youngsters nowadays watch many acts of violence and copy these acts and use them on their friends and teachers in schools. Hamm (2003) stated that most schools today are faced with the problems of unruly behaviour of learners such as bringing weapons to schools and classrooms, stealing, cheating, lying, vandalising and verbally and physically assaulting teachers. Botha (2016) is of the view that even if there are many challenges in schools that force these days, the challenges and the handling thereof will make the difference between a teacher enjoying teaching at all. As Brunette (2018) cautioned that it is important that the challenges be handled properly because the outcome will affect education either positively or negatively. Charles (2017) stated that when these challenges are multidimensional, they require a multidimensional approach where all stakeholders are involved.

6.4.5.3 Alcohol and drug abuse

Alcohol and drug abuse is a challenge which is predominant in the Hardap high schools, particularly in the Auob Circuit. Learners are even selling drugs on school premises. School boys come to school drunk which means there is no discipline where they are coming from. According to Brunette (2018), the use of drugs and

alcohol by children from a tender age at home to school is one of the main contributing factors to learner misbehaviour. Hamm (2003) stated that alcohol and drug use is also pointed out as the chief contributing factor to high teenage pregnancy. Mouton (2015) suggested that some parents are also to blame for smoking and drinking beer with their own school going children but sometimes the influence of friends plays a significant role. Lilemba (2015) added sexual harassment and bullying to the list of misdemeanours, while Semali and Vumilia (2016) and Yusuph (2017) stated that the media and social media play a major role in promoting a prosperous lifestyle that appears to be based on the accumulation of wealth rather than hard work.

Schunk (2018) explained that social learning theory of Bandura directs the person's conduct so that it is in harmony with societal values, norms and beliefs, therefore facilitating the person to successfully adjust to the society. Bandura (2017) stressed that formation of various behaviours takes place based on observation of what others do and the significances of their manners. Woolfolk (2018) stated that the social learning theory of Bandura emphasises learning that occurs within a social context.

6.4.5.4 Lack of consequences

Undisciplined learners are taking chances in schools as they know that there are few real consequences for poor behaviour (Brunette, 2018; Legal Assistance Centre, 2018) leading to an escalation of learner disciplinary problems in Namibian secondary schools. The researcher agrees with other researchers who stated that learners are noisy, violent, rude, disrespectful, often addicted to alcohol and drugs, aggressive and uncaring (Antonio, 2017; Mushaandja, 2016; Oosthuizen, 2018).

In support of the above, rules can actually create problems, as suggested by Marshall (2004) if they are unclear and are perceived to be unfair or inconsistently enforced. He argues that learners will look for loopholes in the rules to avoid the consequences. Curwin and Mendler (1984) stated that the main cause of failure in providing suitable consequences is that school rules are often established by school committees in which the teachers and learners are not included.

6.4.5.5 Discipline is a very difficult task

Learner discipline is a very difficult task since most learners are troublesome. Teachers find it very hard to teach in a disruptive and noisy class, where the activities have to be completed within a given time frame. The situation is very difficult because learners are protected by their parents and the national disciplinary policies. Marshall (2012) contended that proper management of difficult learners is viewed as a skill that only some teachers have. Woolfolk (2018) and Mushaandja (2016) suggested that discipline is not retribution but requires supporting difficult learners to improve themselves. Mwamwenda (2018) emphasised self-worth where difficult learners must feel capable of completing tasks, have a sense of belonging and believe that they can connect with the teacher and other learners. Marshall's theory of punishment, i.e., discipline without stress or reward, posits that teachers need a coherent system of classroom management and not a group of disjointed strategies.

Marshall's (2012) idea was that efforts of school administrators and teachers to encourage difficult learners by advising, rewarding, cajoling, urging and punishing them are seen as external strategies which will not help difficult learners to become responsible. For this reason, the actual purpose of the discipline model of Marshall is to teach difficult learners the necessary skill to enable them to take responsibility for their actions. Brunette (2018) stated that, in the past, children received proper training at home on social skills, but learners no longer receive this training. Anayo (2014) is of the view that the old-style technique of disciplining which includes giving rewards when learners obey punishing them when they have disobeyed as well as administering the consequences is forced and manipulative. Glasser (2005) cautioned that, if we do not pay proper attention to what learners need, we will keep on having difficulties with behaviour.

6.4.5.6 Problems with teachers themselves

Some teachers are to blame for disciplinary problems experienced in the Hardap secondary schools of Namibia (Woolfolk, 2018). Teachers are frustrated due to the workload and other social problems and end up taking out their frustrations on their learners. Some teachers indulge in alcohol and drug abuse, come to school drunk, are often absent, are unprepared, and use abusive language to their learners

(Antonio, 2017; Disgrace, 2016; Hausiku, 2015; Pancho, 2016; Smith & Amushigamo, 2016). The results revealed that teachers do not keep their learners busy. As a result, learners may become noisy, restless or aggressive. In support of the above view, Felix (2017) asserts that if teachers come unprepared to class, learners will lose self-confidence and learners will doubt the capabilities of the teachers.

Bandura (1977) affirmed that teachers can use social learning by being good role models for their learners. Mushaandja (2016) argued that the learners' behaviour as held by social learning theory is not influenced by cognitive factors alone but the teachers or parents' attitudes. This view is supported by Woolfolk (2018) who found that social learning was influenced by the interaction between the children's cognitive development, their attitudes and the behaviour of their teachers.

The theory of Bandura was used in this inquiry to look at how the interaction between teachers and their environment affects the behaviour of learners. Therefore, the social learning theory of Bandura emphasises learning that occurs within a social context.

6.4.6 Strategies

6.4.6.1 Involving learners in drafting of school and classroom rules

Managing learner discipline requires involving learners in drafting of school/classroom rules. Normally teachers have classroom and school rules which they develop and adopt with their learners during the first week of the year. This enables teachers to remind their learners whenever they do something wrong and helps to maintain discipline. The school and the classroom rules serve as a guideline for both teachers and learners when maintaining learner behaviour in schools. School and classroom rules should be made to guide the conduct of learners. Where there are no proper rules and regulations, there is chaos and confusion. Therefore, it is important that learners be involved in drafting both school and classroom rules. Involving learners in drafting school rules and regulations is seen by Koki (2015) as one of the best strategies teachers can use to manage learner behaviour in schools. Mushaandja (2016) stated that teachers and learners must cooperate when creating, managing and amending the school rules. In this regard, learners will generally only

conform to rules that they have formulated. Woolfolk (2018) argued that, if they (learners) participate during the drafting of classroom and school rules, they will definitely respect those rules, rather than the rules which are made by teachers alone as they will regard those rules as imposed upon them by authority. Antonio (2017) advised teachers to avoid making too many rules as learners may find it very hard to remember all of them and therefore will take them less seriously. Mushaandja (2016) and Dreikurs (2016) encouraged teachers and learners to work together to prepare their school and classroom rules and their accompanying consequences at the beginning of school year. Mohapi (2013) contended that when learners are involved in drafting the rules, quality education will occur as improper discipline will be minimised.

6.4.6.2 Demerit system

The demerit system is used by most of the teachers, where learners accumulate certain points for offences they commit such as late-coming, coming to school without a doctor's certificate after a period of absenteeism, disrupting the class or walking around the school aimlessly (Mwamwenda, 2018). The results revealed that if the demerit system reaches a certain number of points like 200-300 points, then the learner is suspended from school and the process of expelling the learner begins (Brunette, 2018). Dreikurs (2016) and Glasser (2009) recommend using a demerit system as a strategy.

The results of this study highlighted that the violation system is a good strategy to use when maintaining learner discipline. The outcomes of this inquiry discovered that most schools in the Hardap Region have violation files for each learner. Every learner who misbehaves has to sign a violation form for each offence which is put in the learners' file for record purposes. After the learners have signed four violations, that learner is sent for detention.

After analysing Dreikurs findings, Mushaandja (2016) concluded, discipline is not punishment, but the way of assisting learners to better their behaviour. Dreikurs (2016) emphasised appropriate alternatives and consequences for behavioural choices. Glasser's theory of choice provided that encouragement and the demerit system are some of the most important implements that teachers can use in assisting learners to improve their self-discipline.

6.4.6.3 Talking to learners

Talking to learners privately is a strategy that many teachers use in helping learners to become disciplined. The results showed that talking to learners privately have improved the standard of discipline in some schools in the Hardap Region, Namibia, Auob Circuit in particular. According to Oosthuizen and Rossouw (2018), the teacher needs to negotiate privately with the learner to find out the reason behind such behaviour and to work out the problem together and find an amicable solution. In support of the above, Curwin and Mendler (2018) stated that talking is meant to work out the problem with the learner and this is said to be the best democratic way in solving problems.

Brunette (2017) discourages teachers from reprimanding the misbehaving learner in front of the class as this can cause the learner to be aggressive. Dreikurs (2016) urged teachers and learners to work together when solving their problems as this would improve their relationship. Mwamwenda (2018) elaborated on Dreikurs (2016) positive suggestions claiming that teachers should allow the offending learner to know that they have faith in them and indicate to the learners that we all learn from making mistakes.

6.4.6.4 Detention

Detention is a strategy that most teachers use for misbehaving learners. The results discovered that during detention, learners have to do their homework and are not allowed to do anything else other than study. These misbehaving learners are put on a list for record purposes.

The results highlighted that since the introduction of detention as a strategy, learner disciplinary problems have drastically improved in some high schools. In support of the above Legal Assistance Centre (2017) stated that detention in class or after school is more beneficial if learners see it as extra assistance given to them for their benefit. Hubbard and Coomer (2017) stated that, while this has disadvantages such as a teacher having to be present, it also has the distinct advantage of emphasising to parents that their children have not been behaving appropriately and the detention serves to involve the parents in the reformatory process. However, Mushaandja

(2016) argued that, in cases where the offender enjoys the stay-in, this method of punishment will be useless.

Canter and Canter (1998) argued that the penalties does not have to be severe to be effective and stressed that adverse consequences should be applied every time a learner chose to misbehave. In support of Canter and Canter (1998), Dreikurs (2016) and Mutte (2017) emphasised that teachers must not use punishment, but proper alternatives such as detention, suspension and referrals.

6.4.6.5 Referrals

Undisciplined learners are often referred to the disciplinary committee or for counselling by social workers. Learners who have transgressed the rules must be first given a warning before they are referred for counselling or to the disciplinary committee. The results suggested that most schools in the Hardap Region have a disciplinary committee which is mandated to deal with difficult learners. If the disciplinary committee fails to solve the problem, the case is referred to the school board to take a decision, if they also fail, they refer the issue to the Regional Director of Education and the director refers the issue to the executive director of the line ministry for the final decision. Mutte (2017) corroborated the responses of the above participants who identified referrals as one of the strategies that they use in maintaining learner behaviour at their schools. Ministry of Education (2016) stated that learners with severe disciplinary problems as well as those with problems pertaining to medical issues should be referred to medical experts. Brunette (2018) advised that if there are learners with medical problems, it is important that teachers be informed, adding that it is very difficult to expect teachers to handle all school problems alone. In support of Brunette (2018), Gichohi (2015) maintained that managing learner behaviour in schools is a collective responsibility.

6.4.6.6 Expulsion and suspension

Expulsion and suspension are some of the strategies that teachers use for dealing with misbehaving learners for serious offences. However, before a learner is expelled from school, the learner must have been given a final written warning by the school board. When the researcher visited two of the schools, 10 learners had already been suspended during that first term.

The outcomes also showed that suspension was common among some secondary school in the Region of Hardap, particularly in the Auob Circuit. The results further revealed that all the offences of learners were recorded in a violation file. For very serious offences like, being caught with drugs at school or violence, the learner is suspended immediately with the possibility of expulsion. However, only the office of the director of education can suspend the learner from school while expulsion can only be carried out by the executive director of the line ministry in Windhoek, and that this will be a measure of last resort (Legal Assistant Centre, 2018; Lilemba, 2018) Surprisingly many learners are being suspended from school by school principals without the knowledge of office of the education directors and the line ministry. Amutenya (2016) advised all teachers and school principals to refrain from such practices with immediate effect.

6.5 RECOMMENDATIONS

In this inquiry, the researcher makes the following recommendations:

- The Education, Arts and Culture Ministry should see to it that every school in Namibia is supplied with members of the security services to curb criminal activities taking place within and around the schools such as rape, alcohol and drug abuse, bullying, sexual harassment, and bringing dangerous weapons such as pangas, knives, and guns to school.
- The Education, Arts and Culture Ministry should install security cameras at all schools countrywide to properly monitor and easily detect unlawful activities taking place in and around the school premises.
- The Education, Arts and Culture Ministry should see to it that all discipline policies are amended or replaced with the new ones which provide clear, effective and straightforward alternatives to corporal punishment which will assist school administrators in dealing properly and effectively with learner disciplinary problems in schools which has become a matter of great concern to all stakeholders.
- Effective workshops or in-service training on learner behaviour management should be conducted by the Education, Arts and Culture Ministry at least twice a year.

- The Ministry of Arts Culture and Education should revise the curriculum and introduce subjects such as Religious and Moral Education at Pre-Primary, Secondary and University level.
- The Education, Arts and Culture Ministry should see to it that each and every school in Namibia have a well-trained teacher counselor to assist undisciplined learners
- Parents as one of the key stakeholders and teachers of the children should work hand in hand in managing learner behaviour to enable effective schooling to take place.
- Parents should be motivated to assist their children academically and be educated on how to support their children in school activities such as sports and cultural activities. They should also participate in managing behavioural problems.
- Teachers should encourage and involve parents in school activities such as sports, cultural activities and behaviour management.
- Teachers as people in loco parentis should give proper advice, love, care, support and motivation to learners to shun bad behaviour which will destroy their futures life and to take their education seriously as education is the key to a better life.
- Teachers should visit the homes of their learners to acquaint themselves with their living conditions. Makendano (2016) stresses that this will enable teachers to have better comprehension of their learners' family background and be better able to handle those learners.
- Teachers should inculcate moral values and thus develop learners' character. Ndakwa (2016) emphasises that the role of the schoolteacher is to inculcate values and to be good role models for their learners.
- Teachers should employ a democratic leadership style.
- Teachers should involve learners and parents in drafting the school and classroom rules. Learners should be encouraged to take part in the drafting of set of school laws as learners will generally conform to rules that they have contributed to formulating, which should mean that violation of those laws will be minimal.

- Teachers should never show favouritism as it is imperative for teachers to treat every learner equally and fairly and should never have sexual relationships or sexually molest learners. Lilemba (2018) stresses that this is breaking the sacred oath that all teachers should take to protect those under their care.
- Teachers should always bear in mind that they are their learners' role models. If they misbehave, learners will follow suit. Yaghambe (2017) encourages teachers to personify the image of an educated, well-mannered and disciplined person, adding that it is therefore important that the teacher be without any flaws in the public arena and they should always set a good example
- Teachers should assist the school principal in the process of planning, organising, developing and monitoring of matters relating to learner discipline at school. Meier (2017) emphasises that it is the responsibility of teachers to correct both classroom and other school-related learner behaviour issues in a professional manner. Teachers must provide proper instructive support to learners.
- Regular communications among learners and teachers should encouraged to misbehaviour.
- Equally learning should be collaborative and learners should be motivated to learn in groups and properly assist each other.
- Learners should be taught and encouraged to respect school authorities, parents and their fellow learners.
- Schools should have effective school programmes that can assist learners with behavioural problems.
- Effective counselling needs to take place. All schools should see to it that they have well-trained teacher counsellors to assist, advice, guide and direct learners with social, personal and disciplinary problems.
- Learners should have a safe haven both at school and home. A sound, smooth and effective partnership between those two institutions should be properly established.
- Schools should encourage all stakeholders to participate in various committees such as disciplinary committees, school boards, sports and culture committees.

6.6 RECOMMENDATIONS FOR FURTHER RESEARCH

Only a few studies regarding learner discipline have been carried out in the Hardap Region of Namibia, Auob Circuit which means that more investigation is needed. The results of this study on exploring teachers' experiences in managing learner discipline in secondary school in the Hardap Region of Namibia, the researcher suggests the following as possible areas for future research.

- A study should be conducted on the possible factors contributing to learner misbehaviour as well as possible strategies that teachers can develop and adopt in managing learner behaviours in their schools to eradicate the phenomenon of learner discipline.
- A study could be carried out to investigate the leniency, ineffectiveness and biasness of the government policies as experienced by teachers with regard to learner discipline management in schools and to find ways to assist schools in properly implementing clear discipline policies to curb learner misbehaviour.
- A study could be conducted on how the schools can get parents involved in the school activities including formulation (designing) of policies regarding school discipline of their children.
- Research could be conducted to find out the impact of alternatives to corporal punishment in Namibian secondary schools.

REFERENCES

- Abbott, L. M. & McKinney, J. 2016. Understanding and applying research design. Hoboken: John Wiley & Sons.
- Aboluwadi, A. 2015. *A critical analysis of retributive punishment as a discipline measure in Nigeria's public secondary schools. Journal of Education and Practice*, 6(10): 134-142.
- Alderman, M. K. 2018. *Motivation for achievement: Possibilities for teachers: Influencing student performance* (6th ed.) Upper Saddle River: Prentice-Hall/Merrill.
- Ali, A.A, Dada, I.T, Isiaka, G.A. & Salomon, S.A. 2014. Types, cause and management of indiscipline acts among secondary school students in Shohola local government area of Logos State. *Journal of Students in Social Sciences*, 8 (2): 254-287.
- Amutenya, R. 2016. *Factors contributing to secondary schoolteachers attrition in Khomas Region of Namibia*. Master's thesis. Windhoek: University of Namibia.
- Anayo, I. A. 2014. *Strategies adopted by teachers to manage discipline in secondary schools at Longata District, Nairobi country. Kenya*. Master's thesis: The Catholic University of Eastern Africa.
- Andrius, J. 2014. *Teacher matters – classroom management and discipline*. [Online]. Available at: <http://www.teachermatters.com/classroom-discipline/model-ofdiscipline>
- Anfara, V.A. & Mertz, N. 2015. *Theoretical frameworks in qualitative research*. (2nd ed.) Thousand Oaks: SAGE.
- Antonio, M.K. 2017. *Evaluating policy implementation on discipline from within in selected secondary schools in Oshana Region of Namibia*. Master's thesis. Windhoek: University of Namibia.
- Argyris, C. & Schon, D.A. 2014 *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.
- Arum, R. 2003. *Judging school discipline: The crisis of moral authority*. Massachusetts: Harvard University Press.
- Ashipala, N. 2018. More than 400 adults enrol in secondary schools. *The Namibian*, Tuesday, 20 March 2018.

- Babbie, E. 2016. *Introduction to social research*. (International ed.) London: Cengage Learning.
- Back, R.M. 2014. *Implementing the research plan*. London: SAGE.
- Baglin Jones, E. & Jones, N. (Eds.). 2017. *Learning to behave: Curriculum and whole school management approaches to discipline*. London: Routledge.
- Bak, N. 2014. *Completing your thesis: A practical guide*. Pretoria: Van Schaik.
- Bandura, A. 1977. *Social learning theory*. Englewood Cliffs: Prentice Hall.
- Bandura, A. 1989. Social cognitive theory. In Vasta, R. (Ed.) *Annals of Child Development. Vol 6. Six Theories of Child Development*. Greenwich: Jai Press. 1-60.
- Bandura, A. 2012. *Psychologists and their theories for students*. [Online]. Available at <https://www.AlbertBandura>
- Bandura, A. 2015. *Moral disengagement: How people do harm and live with themselves*. New York: Worth.
- Bandura, A. 2016. *Psychologists and their theories for students*. [Online]. Available at: <https://www.AlbertBandura>.
- Bandura, A. 2017. *Social learning and other theories*. [Online]. Available at: <https://www.verywellmind.com/social-learning-theory-2795074>
- Bandura, A. 2018. *Social cognitive theory*. Englewood Cliffs: Prentice-Hall.
- Baporikar, N. 2018. Faculty motivation in management education. In *Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications*. Hershey: IGI Global. 1778-1803.
- Batten, G. 2016. *School discipline made easy. The search for discipline*. [Online]. Available at: www.schooldisciplinemadeeasy.com
- Bear, G. 2013. *Discipline: Effective school practice*. New York. NASP.
- Bechuke, A.L & Debeila, J.R. 2016. Applying choice theory in fostering discipline: Managing and modifying challenging learners' behaviour in South African schools. *International Journal of Humanities and Social Science* (2) 22.
- Bee beejaun-Muslum, Z. N. 2014. Delinquent and antisocial behaviour in Mauritian secondary schools. *Research Journal of Social Science and Management*, 3 (12): 124-135.
- Belle, L.J. 2016. *The role of principals in maintaining effective discipline among learners in selected Mauritian state secondary schools: An education management model*. Doctoral Thesis. Pretoria: University of South Africa.

- Belle, L.J. 2018. The causes of a lack of discipline among secondary school learners in Mauritius. *Mediterranean Journal of Social Sciences*, 9 (1): 35-46.
- Berg, B. L & Lune, H. 2014. *Qualitative research methods for the social sciences*. Boston: Allyn and Bacon.
- Bergan, J. & Dunn, A. 2017. *Psychology and education: A science for instruction*. London: John Wiley.
- Best, J.W. & Kahn, J.V. 2016. *Research in education*. (10th ed.) Boston: Pearson Education.
- Bloomberg, L.D. & Volpe, M. 2015. *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks: SAGE.
- Boeree, C.G. 2006. *Albert Bandura*. Available at::
<http://webpace.ship.edu/cgboer/bandura.html>
- Bogdan, R.C. & Biklen, S.K. 2016. *Qualitative research for education: An introduction to theories and methods*. (4th ed.) Boston: Pearson.
- Bogdan, R.C. & Biklen, S.K. 2017. *Qualitative research for education: An Introduction to theories and methods*. (5th ed.) Boston: Pearson.
- Bong, M. & Skaalvik, E. M. 2003. Academic self-concept and self-efficacy: How different are they really?. *Educational Psychology Review*, 15 (1), 1-40.
- Botha, R.J. (Ed.). 2016. *The effective management of a school: Toward quality outcomes*. Pretoria: Van Schaik.
- Bowen, G.A. 2018. Documentary analysis as a qualitative research method, *Qualitative Research Journal*, 9 (2): 27-40.
- Brundrett, M. & Rhodes, C. 2014. *Researching educational leadership and management: Methods and approaches*. Thousand Oaks: SAGE.
- Brunette, H.C. 2017. *Sociology of education*. Windhoek: Centre for External Studies, University of Namibia (study guide FMS 3602).
- Brunette, H.C. 2018. *Sociology of education*. Windhoek: Centre for External Studies. University of Namibia (study guide FMS 3602).
- Bryman, A. 2015. *Mixed methods: A four volume set*. London: SAGE.
- Burke-Spero, R. & Hoy, W.A. 2016. *The need for thick description: A qualitative investigation of developing teacher efficacy*. Miami: University of Miami.
- Busienei, A.J. 2018. Alternative methods to corporal punishment and their efficacy. *Journal of Emerging Trends in Education Research and Policy Studies*, 3 (2): 155-161.

- Canter, L. 1979. Taking charge of student behaviour. *National Elementary Principal*. 58: 34-56.
- Canter, L. 1996. First the rapport – then the rules. *Learning*, 24 (5): 12+.
- Canter L. 1997. *Assertive discipline in schools*. Available at <http://www.readings/canter.htm>
- Canter, L. 1998. *Assertive discipline: More than names in the board and marbles in a jar*. Available at: http://bottemabeutel.com/wp-content/uploads/2014/01/Canter_Assertive-Discipline.pdf
- Canter, L. 1989. *Assertive discipline: more than names in the board and marbles in a jar*. *Phi Delta Kappan*. 71, 57-67.
- Canter, L. & Canter, M. 1992. *Assertive discipline: Positive discipline for today's classrooms*. Santa Monica: Lee Canter Associates.
- Canter, L.K. & Canter, M. 2007. *Assertive discipline: Positive behaviour management for today's classrooms*. (3rd ed.) Los Angeles: Canter & Associates.
- Cawood, A. 2007. *Children need boundaries. Effective discipline without punishment*. Welgemoed: Metz Press.
- Charles, C.M. 2014. *Building classroom discipline* (10th ed.) Boston: Pearson Education.
- Charles, C.M. 2017. *Building classroom discipline* (11th ed.) Boston: Pearson Education.
- Cherry, K. 2015. *How social learning theory works*. Available at: <http://www.verywellmind.com/social-learning-theory.2795074>.
- Cherry, K. 2017. *Albert Bandura Biography: His life, work and theories*. Available at: <https://www.verywellmind.com/Albert-Bandura-Biography-1925-27955>.
- Cherry, K. 2018. *Understanding the psychology of learning*. Available at: <https://www.verywellmind.com/lesson-five-the-psychology-of-learning-2795300>
- Cloete, L. 2017. 100 /Kharas schoolgirls fell pregnant in 2016. *The Namibian*. Thursday, 8 June 2017.
- Coetzee, S. A. 2018. *Organisational behaviour in education and education law*. Pretoria: University of South Africa (study guide 2 for HBEDOBG).
- Coetzee, S. A; Van Niekerk, E. J; Wydeman, J. L & Mokoena, S. P. 2018. *An educator's guide to effective classroom management*. Pretoria: Van Schaik.

- Constitution of the Republic of Namibia* (Amended.). 2016. Windhoek: Office of the Ombudsman.
- Copa, V. 2015. *Novice teachers' sense of efficacy*. New York: Oxford University press.
- Cotton, K.M. 2016. *A new group of leaders*. Dissertation. Chicago: National Louis University
- Creswell, J.W. 2014. *Research design: qualitative, quantitative, and mixed methods Approaches* (4th ed.) Thousand Oaks: SAGE.
- Creswell, J.W. 2015. *A. concise introduction to mixed methods research*. Thousand Oaks: SAGE.
- Creswell, J. & Plano Clark, V. 2016. *Designing and conducting mixed methods research* (3rd ed.). Thousand Oaks: SAGE.
- Crocker, A. & Pete, S. 2015. Cutting the cane: A comparative analysis of the struggle to banish corporal punishment from schools in Britain and South Africa. *Obiter*, 224-242.
- Crotty, M. 2018. *The foundation of social research: meaning and perspective in the search process*. London: SAGE.
- Curwin, R. 1992. *Rediscovering hope: Our greatest teaching strategy*. Bloomington: National Educational Service.
- Curwin, R.L. & Mendler, A.N. 1984. High standard for effective discipline. *Educational Leadership*, 41: 15-76.
- Curwin, R.L. & Mendler, A.N. 1988. *Discipline with dignity*. Alexandria: Association for Supervision and Curriculum Development.
- Curwin, R.L. & Mendler, A.N. 1991. *Discipline with dignity*. Alexandria: Association for Supervision and Curriculum Development.
- Curwin, R.L. & Mendler, A.N. 1999. *Discipline with dignity*. Alexandria: Association for Supervision and Curriculum Development.
- Curwin, R.L. & Mendler, A.N. 2018. *Discipline with dignity*. Available at: <http://www.Hc-sems.com/discipline-with-dignity>.
- Davies, M. & Hughes, N. 2014. *Doing a successful research project using qualitative or quantitative methods*. (2nd ed.) London: Palgrave McMillan.
- Davis, S. 2018. *Positive disciplinary practice can reduce suspension rates, improve achievement*. Sacramento: Association of California School Administrators.

- De Waal, E. 2018. Legal accountability for public school discipline: Fact or fiction? *South African Journal of Education*, 31 (2): 175-189.
- Dean, J. 2018. *Managing the secondary school*. London: Routledge.
- Denzin, H.K. & Lincoln, S.Y. 2015. *The SAGE handbook of qualitative research*. (4th ed.). Thousand Oaks: SAGE.
- Denzin, H. K. & Lincoln, S.Y. 2016. *Collecting and interpreting qualitative materials*. New York: SAGE.
- Directorate of Education. 2015. *End all corporal punishment of children*. Windhoek. Ministry of Education.
- Disgrace, U.J. 2016. *What are the causes of indiscipline in schools?* Available at: <http://11.wwwreferences.com/education/causes-indiscipline-secondaryschools>
- Donnelly, J. 2018. Two simple rules – discipline problems down. *Pro Principal*, 16 (7): 1-3.
- Dreikurs, R. 1968. *Psychology in the classroom: A manual for teachers*. New York: Hopes & Row.
- Dreikurs, R. 1971. *Maintaining sanity in the classroom*. New York: Harper & Row.
- Dreikurs, R. 2014. Children misbehaviour in schools a challenge. New York: Plume-penguin Group.
- Dreikurs, R. 2016. Dynamic innovators for cognitive-social learning. New York: Harper & Row.
- Duchastel, J. & Armony, V. 2018. *Textual analysis is in Canada: An interdisciplinary approach to qualitative data*. Montreal: University du Quebeca.
- Duke, D.L. & Meckel, P.M. 1980. *Managing student behaviour problems*. New York: Teacher College, Columbia University.
- Edinyang, S. D. 2017. Maintaining discipline in a social studies classroom. *International Journal of Sociology and Anthropology Research*, 3 (2): 54-60.
- Elias, M.J. & Theron, L.C. 2015. *Linking purpose and ethics in thesis writing: South African illustrations of an international perspective*. In Maree, J.G.K. (Ed.), *Complete your Thesis or Dissertation Successfully: Practical Guidelines*. Cape Town: Juta.
- Elrich, R.J. & Russ-Eft, D. 2016. Applying social cognitive theory to academic advising to access student learning outcomes. *NACADA Journal*, 31(2):5-15.
- Esire, A. 2016. *A poem for every night of the year*. London: Macmillan.

- Fabio, A.D. & Maree, J.G.K. 2015. Ensuring quality in scholarly writing. In Maree, J.G.K. (Ed.). *Complete your Thesis or Dissertation Successfully: Practical Guidelines*. Cape Town: Juta.
- Feigen, D.J. 2016. *Theory and concepts in qualitative research: Perceptions from the field*. New York: Teachers College Press.
- Felix, E.E. 2017. *More than approach to classroom discipline*. Bloomington: Xlibris Corporation.
- Ferreira, R. 2015. Writing research proposals. In Maree, J.G.K. (Ed.). *Complete your Thesis or Dissertation Successfully: Practical Guidelines*. Cape Town: Juta.
- Festinger, L. 1957. *A theory of cognitive dissonance*. Evanston: Row, Peterson.
- Fives, H.R., Hamman, D. & Olivarez, A. 2015. Does burnout begin with student teaching? Analysing efficacy burnout, and support during the student-teaching semester. *Paper presented at the annual meeting of the American Educational Research Association*, Montreal. Available at: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.688.4097&rep=rep1&type=pdf>
- Flick, U. 2014. *An introduction to qualitative research*. (4th ed.) Thousand Oaks: SAGE.
- Flick, U. 2016. *An introduction to qualitative research*. (5th ed.) Thousand Oaks: SAGE.
- Ford, D. Y & Arthur-Kelly, S. 2014. Infusing multicultural content into the curriculum for gifted student. *Eric Digest # E601*. Arlington: The Eric Clearing House on Disabilities and Gifted Education.
- Foster, C. 2017. *Albert Bandura*. Available at <http://www.bandura.html>
- Fox, W. & Bayat, S.M. 2007. *A guide to managing research*. Cape Town: Juta.
- Frels, K. 1990. *School discipline policies and procedures. A practical guide*. (Revised ed.). Alexandria.
- Frey, L. Botan, C. & Kreps, G. 2017. *Investigating communication: An introduction to research methods*. (4thed). Boston: Allyn & Bacon
- Gage, N.L. & German, D. 2014. *The cognitive psychology of school learning*. Boston: Little, Brown.
- Gevirtz, S. 2012. *Social work research and evaluation: Foundations of evidence based practice*. New York: Oxford University press.

- Gichohi, G. W. 2015. Stakeholder involvement in schools in 21st century for academic excellence. *International Journal of Educational Research*, 3 (2): 13-22.
- Gillham, B. 2016. *Case study research methods*. London: Continuum International Publishing.
- Glasser, B.G. & Strauss, A. L. 1967. *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Glasser, W. 1986. *Control theory in the classroom*. New York: Harper & Row.
- Glasser, W. 1998. *Choice theory in the classroom*. (Revised ed.) New York: Harper Collins.
- Glasser, W. 2000. School violence from the perspective of William Glasser. *Journal of the ASCA Professional School Counselling*, 4: 79-80.
- Glasser, W. 2001. *Every student can succeed*. Chatsworth: William Glasser, Inc.
- Glasser, W. 2005. *Treating mental health as a public health problem: A new leadership role for helping professions*. Chatsworth: William Glasser Institute.
- Glasser, W. 2009. *Classroom management: dealing with discipline problems*. San Pedro: Quality Education Programs.
- Glasser, W. 2018. *Classroom management: Dealing with discipline problems*. San Pedro: Quality Education Programs
- Government Gazette of South West Africa*. 1973. *Government Gazette* of 21 December 1973. Windhoek: *Government of South West Africa*.
- Green, H. 2015. *The use of theoretical and conceptual frame works in qualitative research*. Leeds: School of Health Care: University of Leeds.
- Griffin, G. 2017. *School mastery, straight talk about boarding school management in Kenya*. Nairobi:, LECTERN Publications.
- Guba, E.G. & Lincoln, Y. 2016. *Effective evaluation*. San Francisco: Jossey-Bass.
- Gunderson, I. 2017. *Disruptive and defiant student behaviours: Coaching teachers interventions with vulnerable students*. Available on <http://ed+2edc.msu.edu/dwong/archieve-prosem.rdp/cep900foo-rip/gunderson-teacherefficacyhtm>
- Gutuza, R.F. & Mapolisa, T. 2015. An analysis of the causes of indiscipline amongst secondary school pupils in Nyanga District. *Global Journal of Advanced Research*, 2 (7): 1164-1171.

- Haider, Z., Khan. H., Munir. F., Latif. F., Bari. S. 2012. Analysis and evaluation of discipline issues in public and private Institutions. *International Journal of Academic Research and Progressive Education and Development*, 1 (1): 113-125.
- Hamm, C. 2003. *Philosophical issues in education. An introduction*. New York: Flame Press.
- Harding, J. 2015. *Qualitative data analysis: from start to finish*. London: SAGE publications.
- Hausiku, S. E. 2015. *An investigation into the relationship between school leadership and learners' academic performance at four Secondary school in the Kavango region*. Namibia Med thesis Cape Town: Stellenbosch University.
- Hayward, R. 2017. *Educator morale in South Africa: Report on findings*. Pretoria: NAPTOSA.
- Henning, E. Van Ransburg, W. & Smit. B. 2014. *Finding your way in qualitative research Pretoria*: Van Schaik.
- Herr, K. & Anderson, G. 2015. *The action research dissertation: A guide for students and faculty*. (2nd ed.) Thousand. Oaks: SAGE.
- Hill, M.W. 2016. *Heading of disruptive behaviour. How early intervention can reduce defiant behaviour and win back teaching time*. Available at: www.alt.org/newspubs/Periodicals/at/writer_0304/walker.CFM
- Hoy, W. K & Woolfolk, A. E. 2018. Teachers' sense of efficacy and the organisational health of schools. *Elementary School Journal*, 93: 355-372.
- Hubbard, D. E & Coomer, R. 2017. Corporal punishment: Discussion calls for effective alternatives. *The Namibian*. 27 July 2017.
- Jackson, H. 2012. *Effective classroom management: Models and strategies for today's classroom*. (3rd ed.). Pretoria. Van Schaik.
- Jeeroburkhon, F. 2016. Indiscipline in schools. *Lemourician*, 2 February: 5-6.
- Jordan, J. & Anil, B. 2016. Race, gender, school discipline and human capital effects. *Journal of Agricultural and Applied Economics*, 41 (2): 419-429.
- Jupp, V. 2016. *The Sage dictionary of social research methods*. London: SAGE.
- Kapueja, I. S. 2014. *Discipline in schooling: a study of rural secondary schools in Kwazulu-Natal*. Doctoral thesis. Durban: University of Zululand.
- Kelly, M. 2015. Discipline in schools: Ways to foster discipline in schools. *International Journal of Education and Research*, 3 (8): 483-494.

- Kenny, A. & Amadio, A. (2018). *Aristotle. Biography, contributions, & facts*. Encyclopedia Britannica. [Online] Available at: <https://www.britannica.com/biography/Aristotle>
- Kerlinger, F.N. 2016. *Behaviour research a conceptual approach* New York: Holt, Rinehart & Winston.
- Kianipour, O. & Hoseini, B. 2015. Effectiveness of training the choice theory of Glasser to teachers on improvement of students' academic qualification. *Journal of Educational and Instructional Studies in the World*, 2 (2): 117-123.
- King, N. & Horrocks, C. 2017. *Interviews in qualitative research*. London: SAGE.
- Kirah, P. 2018. Morality and life skills: The need and importance of life skills education: *International Journal of Advanced Education and Research*, 2 (4): 144-148.
- Koki, M.C. 2015. *School-based factors influencing student discipline in public secondary schools in Kikwi Central sub-country*. Master's dissertation. University of Nairobi.
- Kombo, D.K. & Tromp, D.L. (2013). Proposal and thesis writing, 3 (8), 56–71: An introduction. *Nairobi: Pauline's Publications Africa*.
- Kraut, R. 2017. *Plato*. London. Routledge.
- Kuckartz, U. 2018. *Qualitative text analysis. A guide to methods, Practice and using software*. Thousand Oaks: SAGE.
- Kumar, R. 2014. *Research methodology*. London: SAGE.
- Kvale, S. 2017. *Doing interviews*. London: SAGE.
- Lambert, D.M. 2018. *Forms of discipline protected at two rural schools*. Stellenbosch: Stellenbosch University.
- Lambert, T. 2019. *A brief history of corporal punishment*. Available at: <http://www.localhistories.org/corporal.html>
- Lather, P. & St. Pierre, E.A. 2017. Post-qualitative research. *International Journal of Qualitative Studies in Education*, 26(6), 629-633.
- Lawson, B. 2015. *Learner discipline and exclusion in schools*. London: Longman.
- Le Defi Quotidien, 2015. *UN committee inter-ministerial misapplied*. 12 October, 3.
- Leedy, P.D. & Ormrod, J.E. 2015. *Practical research. Planning and design* (11th ed.). Upper Saddle River: Pearson Education.
- Legal Assistance Centre. 2015. *Corporal punishment. National and international perspective*. Windhoek: LAC.

- Legal Assistance Centre. 2016. *Promoting alternatives to corporal punishment. National and international perspectives*. Windhoek: LAC.
- Legal Assistance Centre. 2017. *Corporal punishment. National and international perspective*. Windhoek: LAC.
- Legal Assistance Centre. 2018. *The links between corporal punishment and gender based violence*. Windhoek, Namibia: LAC.
- Lemmer, E.M & Van Dyk, J.N (eds). 2018. *Transforming education: The South African experience*. New York: Nova Science.
- Lester, A. 2015. *Understanding research process in nursing*. (7th ed.) Masby: Elsevier.
- Liamputtong, P. 2015. *Qualitative research methods* (5th ed.). Melbourne: Oxford University Press.
- Lichtman, M. V. 2015. *Qualitative research in education: A user's guide*. Thousand Oaks: SAGE.
- Lilemba, M.J. 2015. *Philosophy of education*. (Study guide: EFMP 3802). Windhoek: University of Namibia.
- Lilemba, M.J. 2018. *Philosophy of education*. (Study Guide: EFMP 3802). Windhoek: University of Namibia.
- Lilemba, M. J. 2018. *Philosophy of education*. Centre for external studies, (study guide: EFMP 3802)Windhoek: University of Namibia.
- Lincoln, V.S., Lynham, S.A. & Guba, E.G. 2015. *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. In Denzin N. & Lincoln, V.S. (Eds.). *The Sage Handbook of Qualitative Research*. Thousand Oaks: SAGE. 97-128.
- Lindgren, P. H & Suter, D. A. 2015. *Human information processing: An introduction to psychology*. (9th ed.) New York: Academic press.
- Lloyd, B.D. 2015. *The effects of choice theory/reality therapy principles on high school students, perceptions of need satisfaction and behaviour change*. Available at:
https://msutexas.edu/academics/education/_assets/files/international_journal_of_reality_therapy_fall2005.pdf
- Londa, S.I. 2017. *Racial and gender inequality and school discipline: Towards a more comprehensive view of school policy*. Blacksburg: The Southern Sociological Society.

- Macleane, S. 2016. Public pedagogy, private lives: Self-help books and adult learning: *Adult Education Quarterly*, 63 (4), 373-388.
- Magwa, M. & Ngara, R. 2014. Learner's indiscipline in schools. *Journal of Review of Arts & Humanities*, 3 (2): 79-88.
- Makendano, A. K. 2016. *Investing teachers' experiences of learner discipline in senior secondary schools in the Zambezi region of Namibia*. Master's dissertation. Pretoria. University of South Africa.
- Maphosa, C. 2016. Discipline versus punishment: Which way for educators in South African schools? *International Journal on New Trends in Education and Their Implications*, 2 (4), 76-87.
- Maps of the World. 2015. *Namibia*. [Online]. Available at: https://namibiaconsulate.co.za/?page_id=94
- Maree, J.G.K. 2015. *Complete your thesis or dissertation successfully: Practical guidelines*. Cape Town: Juta.
- Maree, K. (2016). *First steps in research*. (3rd ed.) Pretoria: Van Schaik.
- Maree, K. (Ed.). 2018. *First steps in research*. (2nd ed.) Pretoria: Van Schaik.
- Marshall, C. & Rossman, G.B. 2015. *Designing qualitative research* (6th ed.) Thousand Oaks: SAGE.
- Marshall, C. & Rossman, G.B. 2016. *Designing qualitative research*. London: SAGE.
- Marshall, M. 1998. *Fostering social responsibility*. Bloomington: Phi Delta kappa Educational Foundation.
- Marshall, M. 2004. *Discipline without stress, punishment or rewards*. Los Alamitos, CA: Piper Press.
- Marshall, M. 2012. *Discipline without stress, punishment or rewards*: How teachers and caregivers promote responsibility and learning. Los Alamitos, CA; piper press.
- Martella, R. C. Nelson, J.N. Marchand-Martella, N.E. & O'Reilly, M. 2014. *Comprehensive behaviour management*. Thousand Oaks: SAGE.
- Mashau, S; Steyn, E; Van De Walt, J & Wolhuter, C. 2018. Support services perceived necessary for learner relationships by Limpopo educators. *South African Journal of Education*, 28 (3): 415-430.
- Masabo, S. L. P., Muchopa, S. E. D. & Kuoth, W. B. (2017). Parental involvement in school activities in Kibondo District, Tanzania: Challenges and remedies. *International Journal of Education and Research*, 5 (10): 89-96.

- Maxwell, J.A. 2015. *Qualitative research design: An interactive approach* (4th edition). Thousand Oaks: SAGE.
- Maxwell, J.A. 2016. *Using qualitative research to develop causal explanations*. Cambridge: Cambridge University press.
- Mbatha, N. F. 2018. The perceptions of school governing bodies with regard to their role of supporting schools in maintaining discipline. *South African Journal of Education*, 21 (4): 311-316.
- McAllister, P. 2018. *A teacher's perspective on what is wrong with our schools*. Cato journal, 38 (1), 225-245.
- McLeod, S. 2020. *Behaviourist approach*. Available at <http://www.simplypsychology.org/behaviourism.html>
- McMillan, J. H & Schumacher, S. 2015. *Research in education* (8th ed.) Boston: Pearson.
- McMillan, J. H. & Schumacher, S. 2018. *Research in education*. (9th ed.) Boston: Pearson.
- Meador, D. 2017. *The role of the principal in schools*. Available at <https://www.thoughtcp.com/role-of-principal-in-schools>
- Meier, K. S. 2015. The discipline master/mistress: roles and duties. *South African Journal of education*, 30 (1): 41-57.
- Meier, K.S. 2017. *What are the duties of a teacher in classroom management*. Hearst Seattle Media, LLC available at <https://www.facebook.com>
- Meier, K.S. 2018. *What are the rights and responsibilities of teachers in managing classroom discipline*. Available at <https://www.facebook.com>
- Memela, G. K. S. 2013. *Novice teachers' management of learner discipline problems in a rural secondary school in Kwazulu-Natal (KZN) MED dissertation*. University of KwaZulu-Natal.
- Mendler, A. & Curwin, R. 2018. *Discipline with dignity* (2nd ed.) Alexandria: Association for Supervision and Curriculum Development.
- Mendler, A. N. 2018. *Motivating students who don't care: Successful techniques for educators*. Bloomington,: National Educational Service.
- Merriam, S.B. & Tisdell, E.J. 2016. *Qualitative research: A guide to design and implementation*. (4th ed.) San Francisco: Jossey-Bass

- Merriam, S.B. 2015. Transformational learning and HIV positive young adults. In Anfara, V.A. & Mertz, T. (Eds.) *Theoretical Frameworks in Qualitative Research*. (2nd ed). Thousand Oaks: SAGE. 80-95.
- Merriam, S.B. 2016. *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mertz, N.T. 2015. Evaluation of a comprehensive behaviour management program to improve school-wide positive behaviour support. *Education and Treatment of Children*, 24 (4): 448-470.
- Mertz, N.T. & Anfara, V.A. 2015. Closing the loop: In Anfara, V.A. & Mertz, T. (Eds.) *Theoretical Frameworks in Qualitative Research*. (2nd ed). Thousand Oaks: SAGE.
- Mestry, R & Khumalo, J. 2018. Governing bodies and learners discipline: Managing rural schools in South Africa through a code of conduct. *South African Journal of Education*, 32:97-100.
- Meur, D.G. 2018. *Educational psychology*. New York: Worth.
- Miles, M. & Huberman, A.M. 2014. *Qualitative data analysis; a methods source book*. (3rd ed.) Thousand Oaks: SAGE.
- Ministry of Education and Sports. 2015. *An introductory handbook for promoting positive discipline in schools for quality education: Alternatives to corporal punishment*. Kampala: Uganda.
- Ministry of Education. 2015. *Namibian educational code of conduct for schools*. Windhoek: Namibia.
- Mischel, A. 2018. Participation and self-entrapment: A 12 year ethnography of wall Street participation practice diffusion and evolving consequences. *Sociological Quarterly*, 55 (3): 514-536.
- Mohapi, S. J. 2007. *The influence of educators, life experiences on classroom discipline practices*. Doctoral dissertation. Pretoria: University of Pretoria.
- Mohapi, S. J. 2013. The influence of Ndebele cultural practices in school discipline in two secondary schools in Mpumalanga Province, South Africa. *Mediterranean Journal of Social Sciences*, 4 (11), 376-383.
- Mohapi, S.J. 2016. *The influence of educators' life experiences on classroom discipline practices*. Pretoria: University of Pretoria.

- Moles, D. 2015. *The safe school: Integrating the school reform agenda to prevent disruption and violence at school: A practical handbook*. New York: The Guilford Press.
- Monare, L. M. 2013. *The management of learner discipline by female primary school principals in the Bojanala region of north-west province*. Master's dissertation. Mafikeng: North-west University.
- Morin, P. 2017. *Smart strategies for student success*. Available at: <http://www.education.gov.web>
- Morrison, D. (Ed.). 2011a. *The Cambridge companion to Socrates*. Cambridge: Cambridge University Press.
- Morrison, K. 2011b. *Research methods in education*: Abingdon: Routledge.
- Mostert, L., Mwoombola, L.K., February, P.J. & Zimba, R.F. 2018. *Educational psychology. (Study guide EEP7129)*. Windhoek: Centre for External Studies, University of Namibia.
- Mouton, B. D. 2015. *Guidelines for improving the quality of teaching and learning in primary schools in the Erongo Region of Namibia*. Doctoral thesis. Pretoria: University of South Africa.
- Mouton, J. 2016. *How to succeed in your masters & doctoral studies: A South African guide and resource book*. Pretoria: Van Schaik.
- Mushaandja, J. 2016. *Addressing factors that contribute to indiscipline in secondary schools in Namibia: A case study*. Windhoek: University of Namibia.
- Mutte, E. K. 2017. *Guidance and counselling for schools and college*. Nairobi. Oxford University Press.
- Mwampembva, G. 2017. *Education, a shared responsibility: Stop the blame game: Education is a shared responsibility*. Dacar: UNESCO.
- Mwamwenda, T.S. 2015. *Educational psychology: An African perspective*. Sandton: Heinemann.
- Mwamwenda, T. S. 2017. *Educational psychology: An African perspective* (4th ed.) Durban: Butterworth.
- Mwamwenda, T. S. 2018. *Educational psychology an African perspective*: (5th ed.) Sandton: Heinemann.
- Naicker, S. 2014. *Teacher's experiences of learners with disciplinary problems in secondary schools in Kwazulu-Natal*. Master's dissertation. Pretoria: University of South Africa.

- Nakale, A. 2014. Namibia: it is back to the drawing board for better education. *New Era*, January 31: 2-3.
- Namibian Education Act 16 of 2001* of the Republic of Namibia.
- Ndakwa, D. 2016. *A simplified guide: The making of a new student*. Nairobi: pavement publishers.
- Ndamani, P.L. 2018. Factors contributing to lack of discipline in selected secondary schools in managing area of Bloemfontein and possible solutions. *Interim: Interdisciplinary Journal*, 7 (2): 177-197.
- Nene, F.Z. 2013. *The challenges of managing learner discipline: The case of two schools in Pinetown district*. Master's dissertation. Pinetown: University of KwaZulu-Natal. (Edgewood campus).
- Neuman, W.L. 2015. *Social research methods: qualitative and quantitative approaches* (8th ed.) Boston: Allyn & Bacon.
- Neuman, W.L. 2016. *Social research methods: qualitative and quantitative approaches* (9th ed.). Boston: Allyn & Bacon.
- Ngulube, P., Mathipa, E.R. & Gumbo, M.T. 2015. Theoretical and conceptual framework in the social sciences. In Mathipa, E.R. & Gumbo M.T. (Eds.) *Addressing Research Challenges: Making Headway in Developing Researchers*. Cape Town: Mosala-MASEDI. 43-66.
- Ngutjinazo, J & Kabozu, M. 2018. Teacher investigated over sexual abuse allegations. *The Namibian*. Monday 16 October 2018.
- Nieuwenhuis, J. 2015. *Qualitative research designs and data gathering techniques*. In Maree, K. (Ed.) *First Steps in Research*. Pretoria: Van Schaik. 70-92
- Noisier, T. R. 2014. *Restorative discipline: Challenges and opportunities*. Eugene: University of Oregon.
- Ntuli, T. & Machaisa, P.R. 2014. Effect of banning corporal punishment on discipline in South African Schools. A case study of secondary schools in Sekhukhune district, Limpopo province: *Mediterranean Journal of Social Sciences*, 15 (23).
- Nzuve, S. N. M. 2018. *Elements of organisational behaviour*. Nairobi: University Press.
- Ocholla, A. & Leroux, A.B. 2011. *Traditional ideology and ethics among the Southern law*. Uppsalla: The Scandinavian Institute of African Studies.
- Okinda, E. 2015. *Guidelines to successful teaching and headship in schools and colleges*. Nairobi: World Link Publishers.

- Olive, J.L. 2014. Reflecting on the tensions between emic and etic perspectives in life history research: Lessons learned. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 15 (2): doi:<http://dx.doi.org/10.17169/fqs-15.2.2072>
- Ollendick, T.H., Dailey, D. & Shapiro, E.S. 2016. Vicarious reinforcement: Expected and unexpected effects. *Journal of Applied Behaviour Analysis*, 16, 485-491.
- OMote, M.J., Thinguri, R.W. & Moenga, M.E. 2015. A critical analysis of acts of student indiscipline and management strategies employed by school authorities in public high schools in Kenya. *International Journal of Education and Research*, 3 (12): 1-10.
- Oosthuizen, I.J. 2014 *Reports on learner discipline in the southern region of North-west*. Potchefstroom: Faculty of Educational Sciences, North West University.
- Oosthuizen, I.J. 2016. *Reports on learner discipline in the Southern Region of North West*. Potchefstroom: Faculty of Educational Sciences, North West University.
- Oosthuizen, I.J. 2018. *Reports on learner discipline in the southern region of North-west*. Potchefstroom: Faculty of Educational Sciences, North West University.
- Oosthuizen, I.J. & Rossouw, J. P. 2018. *Handling discipline in schools*. Potchefstroom: Azarel.
- Oppong, S. H. 2013. *The problem of sampling in qualitative research*. Tokyo: Leena and Luna International.
- Oxford Advanced Learners Dictionary of Current English. 2014. *Definition: Corporal punishment*. (8th ed.) Oxford: Oxford University Press.
- Ozigi, A.O. 2018. *A handbook on school administration and management*. Hong Kong: MacMillan.
- Pagliaro, M. M. 2014. *Educator or bully in managing the 21st century classroom*. MD: Rowman and Littlefield Education.
- Paré, G. & Kitsiou, S. (2017). Methods for literature reviews. In *Handbook of eHealth Evaluation: An Evidence-based Approach* [Internet]. University of Victoria.
- Patton, M. Q. 2015. *Qualitative evaluation and research methods*. (3rd ed.). London, England: SAGE.
- Patton, M.Q. 2018. *Qualitative evaluation and research methods*. (4th ed.) London: Sage Publications.

- Pillay, N. 2014. *Teachers, Knowledge of legislation and education law specifically and its influence on their practice*. Master's thesis. Pretoria: University of Pretoria.
- Pintrich, P. R & Schunk, D. H. 2017. *Motivation in education: Theory, research and applications* (4th edition). Upper Saddle River: Merrill/Prentice-Hall.
- Plato. 2017. *Ancient Greek philosophy*. Bridgewater: Bridgewater College.
- Pojares, F. 2017. Current directions in self-efficacy research. In Maechr M.L. & Pintrich, P.R. (Eds.) *Advances in Motivation and Achievement*, 10: Greenwich: JAL press. 1-49.
- Porter, L. 2017. *Behaviour in schools: Theory and practice for teachers*. (3rd ed.). London: Open University Press.
- Price, P. B. 2018. *Teacher perceptions of the impact of professional development and teacher-student relationships on school climate*. Doctoral dissertation. Alabama: Auburn University.
- Rahimi, M. & Karkami, F.H. 2015. The role of teachers' classroom discipline in their teaching effectiveness and students' language learning motivation and achievement: A path method. *Iranian Journal of Language Teaching Research*, 3 (1): 57-82.
- Ramsey, R.D. 2018. *Administrators' complete school discipline guide*. New York: Prentice-Hall.
- Raufu, A. 2017. *School to prison pipeline: impact of school discipline on African American students*. *Journal of Educational and Social Science*, 7 (1): 47-53.
- Richards, L. 2015. *Handling qualitative data*. (3rd ed.). London: SAGE.
- Richards, L. 2018. *Handling qualitative data*. (4th ed.) London: SAGE.
- Roller, M. 2016. *Qualitative research: a collection of articles from research design review published in 2016*. Available at: <http://www.rollerresearch.com/MRR%20WORKING%20PAPERS/Qualitative%20Research%20-%202016.pdf>
- Rosen, L. 2016. *School discipline: Best practices for administrators*. Thousand Oaks: Corwin Press.
- Rossouw, J. P. 2016. Learner discipline in Southern African public schools. A qualitative study. *Koer-Bulletin for Christian Scholarship*, 68 (4): 413-436.
- Rule, P. & John, V. 2013. *Your guide to case study research*. Pretoria: Van Schaik.

- Salas, J; Wright, M. N & Vaughan, A.N. 2016. Managing learners' behaviour in classroom through negative reinforcement approaches. *Asian Social Sciences*, 9 (16): 61-73.
- Saldana, J. 2015. *The coding manual for qualitative researchers* (3rd ed.) Thousand Oaks: SAGE.
- Santrock, J.W. 2017. *Life-span development*. (13th ed.) McGraw-Hill International.
- Santrock, J.W. 2018. *Life-span development*. (14th ed.) McGraw-Hill International.
- Schoenfield, A.H. 2018. *Mathematics thinking and problem solving*. Hillsdale: Lawrence Erlbaum.
- Schunk, D.H. 2018. *Learning theories: An educational perspective* (8th ed.) Columbus: Merrill/Prentice-Hall.
- Schwandt, T.A. 2014. Theory of the moral science, crisis of identity and purpose. In Flinders D.J. & Mills G.E. (Eds.) *Theory and Concepts in Qualitative Research*. New York: Teachers College Press. 5-23
- Schwandt, T. A & Halpern, D. 2018. *Qualitative inquiry in action*. Thousand Oaks: SAGE.
- Scott, D. 2015. *The pseudo-Platonic seventh letter*. Oxford: Oxford University Press.
- Semali, L. M. & Vumilia.P.L. 2016. Challenges facing teachers, Attempts to enhance learners discipline. *World Journal of Education*, 6 (1): 50-67.
- Semba, P. 2017. Omaheke education in critical state. *The Namibian*. Sun, 17 Jan. 4.
- Shaikhmag, N. & Assan, T. E. B. 2014. *The effects of abolition corporal punishment on learner behaviour in South African High schools: Mediterranean Journal of Social Sciences*, 5 (7): 435.
- Shaikhmag, N. Assan, T.B. & Loate, M.I. 2015. Abolition of corporal punishment and its impact on teacher motivation in secondary schools. *Pakistan Journal of Social Sciences*, 12(5-6): 25-31.
- Sharma, D. 2018. *Educational management: A unified approach of education*. New Delhi: Global India.
- Shundu, J. S & Omulondo, J. J. 2015. *Curriculum theory and practice in Kenya*. Nairobi. Oxford University Press.
- Sick, V. J. 2017. Choreography of qualitative research design: Minutes, improvisations, and crystallisation. In Denzin, N. K. & Lincoln, Y.N. (Eds) *Handbook of Qualitative Research* (2nd ed.) London: SAGE. 379-399.

- Siggelkow, R. S. 2017. *Children's thinking*. (3rd ed). Upper Saddle River: Prentice-Hall.
- Silver, P. 2013. *Educational administration: Theoretical perspectives on practice and research*. New York: Harper & Row.
- Silvermann, D. 2013. *Doing qualitative research: A practical handbook*. London: SAGE.
- Silvermann, D. 2016. Analysing talk and text. In Denzin N.K. & Lincoln Y.S (Eds.) *Handbook of Qualitative Research* (2nd ed). Thousand Oaks: SAGE. 821-834.
- Smith, C. 2019. *Effective classroom management: A teacher's guide*. London: Routledge.
- Smith, C. & Amushigamo, A. 2016. *The perceive influence of school leadership on learner behaviour in a Namibian secondary school*: Educational management, Administration and leadership, 44 (4): 650-667.
- Smith, M. 2018. *How to write a text analysis essay – 8 steps*. Available at: <https://educationonehowto.Com/article/how-to-write-a-text-analysis-essay>.
- Sonn, B. 2016. *Discipline in schools: Discipline in a culture of human rights*. Cape Town: Via Africa.
- Steere, B. F. 2018. *Becoming effective classroom managers: Resource for Education*. New York: State University Press.
- Strauss, A. 2015. *Qualitative analysis for social scientists*. Cambridge: Cambridge University Press.
- Theron, L.C. & Malindi, M.J. 2015. *Conducting qualitative research*. Practical guideline on field work. In Maree, J.G.K. (Ed.) *Complete your Thesis or Dissertation Successfully: Practical guidelines*. Cape Town: Juta.
- Thompson, L. 2018. *One incident is too many: Policy guidelines for safe schools*. Regina: Saskatchewan Schools Trustees Association.
- Timothy, A.O. 2015. *Principles of educational management*. Abuja: National Open University of Nigeria.
- Tracy, S. J. 2016. *Qualitative research methods*. London: Wiley-Blackwell.
- Tuckman, B. W. & Harper, B. E. 2016. *Conducting educational research*. London: Rowan & Littlefield.
- UNESCO. 2016. *Positive discipline in the inclusive-friendly learning classrooms: A guide to teacher and teacher educators*, 4 (15): 87-91.

- UNICEF. 2017. *Positive discipline, negative punishment and its effects*. Malaysia communications.
- University of Namibia. 2017. *Faculty of education prospectus*. Windhoek: University of Namibia.
- Upindi, N.D. 2012. *Views of teachers and parents regarding factors that contribute to learners indiscipline in secondary schools: A case of selected schools in the Khomas Education Region*. Available at: <https://pdfs.semanticscholar.org/f050/b21ae8fd93669b153cc1ec11d0d33bef9988.pdf>
- Urquhart, B. & Fernandez, D. 2016. *Restorative discipline in schools: Challenges and opportunities*. Eugene: University of Oregon.
- Van As, H. 2016. *The role and responsibility of the school principal in managing school discipline*: Master's dissertation. Johannesburg: University of Johannesburg.
- Van Rensburg, W. & Smith, B. 2014. *Why conducting qualitative research and finding your way in qualitative research*. Pretoria: Van Schaik.
- Van Wyk, C & Pelser, A. M. 2018. Leadership roles in effective implementation of school discipline policies. *International Business Economics Research Journal*, 13 (4).
- Van Wyk, N. 2014. *School truancy: poor school attenders, perceptions of the impact regarding dysfunctional teacher-learner relationships on truant behaviours*. *Mediterranean Journal of Social Sciences*, 5(23): 1056-1063.
- Van Wyk, N. 2017. Theories, policies and practices and parental involvement in education. In Lemmer, E. & Van Wyk, N. (Eds). *Themes in South African Education: For the Comparative Educationist*. Cape Town: Heinemann.
- Varma, O. N. 2018. *ZEP school discipline*. Reduit: Mauritius Institute of Education.
- Vitto, J. 2017. *Relationship driven classroom management: Strategies that promote student responsibility*. Thousand Oaks: SAGE.
- Wanja, G. M. 2014. *The role of parents in resolving students' discipline problems in public day secondary schools in Kikuyu Sub Country, Kiambu Country, Kenya*. Master's dissertation. Nairobi: Kenyatta University.
- Weisner, B. 2014. *Human motivation: Metaphors, theories and research*. Newbury Park: SAGE.

- Wheatley, K.F. 2018. The potential benefits of teacher efficacy doubts for educational reform. *Teaching and Teacher Education*, 18: 5-22.
- White, C.J. 2015. *Research: A practical guide*. Pretoria. Ithuthuko Investments.
- Woolfolk, A. 2015. *Educational psychology*. (10th ed.). Boston: Pearson, Allyn & Bacon.
- Woolfolk, A. 2018. *Educational psychology*. (12th ed.). London: Pearson Education International.
- Yaghambe, R. S. 2017. *Disciplinary networks in secondary schools: Policy dimensions and children's rights in Tanzania*. *Journal of Studies in Education*, 3(4): 42-56.
- Yin, R. K. 2014. *Case study research: Design and methods*. (4th ed.). Thousand Oaks, CA: SAGE.
- Yusuph, K. 2017. The challenges of managing learners, discipline in Tanzanian schools. *Journal of Administrative Management, Education and Training*, 13 (2), 25-33.
- Zaibert, L. 2016. *Punishment and retribution*. Aldershot: Ashgate.
- Zeeman, R.D. 2016. Glasser's choice theory and Purkey's invitational education-applied approaches to counselling and schooling. *International Journal of Reality Therapy*, XXVI (1):15-17.
- Zimba, R.F. 2018. *Educational psychology*. (Study Guide: EEP7129). Windhoek: Centre for External Studies, University of Namibia.

APPENDICES

APPENDIX A: PROOF OF REGISTRATION MR. A. K MAKENDANO



2259

A I R M A I L
MAKENDANO A K MR
PRIVATE BAG 2135
MAKENTHAL
9800
NAMPISIA

STUDENT NUMBER : 5754-758-8

ENQUIRIES TEL : 0851670411
FAX : (012)429-4158
eMAIL : mako@unisa.ac.za

2018-02-08

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification:	PHD (EDUCATION)	(98019)	PROVISIONAL EXAMINATION		
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM DATE CENTRE(PLACE)
DPED001		Doctoral Proposal - Education	24	E	

Study units registered without formal exams:

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

* Your attention is drawn to University rules and regulations (www.unisa.ac.za/register). Please note the new requirements for reregistration and the number of credits per year which state that students registered for the first time from 2013, must complete 36 NQF credits in the first year of study, and thereafter must complete 48 NQF credits per year. Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOOnline for study material and other important information.

Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating academic activity to the satisfaction of the University, you will not be re-admitted, except with the express approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same College for a period of five years after such exclusion, after which you will have to re-apply for admission to any such qualification.

Readmission rules for MEd: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

* Your study material is available on www.my.unisa.ac.za, as no printed matter will be made available for the research proposal module.

Study material can be accessed on the Unisa website. You must register on MyUnisa (<https://my.unisa.ac.za/portal/>) for this purpose. You are also reminded to activate your mylife email address since all electronic correspondence will be sent to this email address.

CREDIT BALANCE ON STUDY ACCOUNT: 4235.00-

Yours faithfully,

Prof QM Tenzane
Registrar (Acting)

0108 0 00 0



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B: ETHICAL CLEARANCE CERTIFICATE FROM THE UNIVERSITY OF SOUTH AFRICA (UNISA)



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: **2019/02/13/57647100/18/MC**

Dear Mr Makendano

Name: Mr AK Makendano

Student: 57647100

Decision: Ethics Approval from
2019/02/13 to 2024/12/13

Researcher(s): Name: Mr AK Makendano
E-mail address: Jkuyonisa@yahoo.com
Telephone: +27 81 274 9928

Supervisor(s): Name: Prof V Mahlangu
E-mail address: mahlavp@unisa.ac.za
Telephone: +27 12 429 8550

Title of research:

Exploring teachers' experiences in managing learner discipline in secondary schools in the Hardap region of Namibia

Qualification: PhD in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



Open Rubric

University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/02/13/57647100/18/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motihabane
CHAIRPERSON: CEDU RERC
motihat@unisa.ac.za



Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za



Approved - decision template – updated 16 Feb 2017

University of South Africa
Pretor Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SIX SECONDARY SCHOOLS IN THE HARDAP REGION



Makendano

Aggrey Kayabu

P.O Box 516

Ngweze

Katima Mulilo

15 April 2019

The Regional Director of Education

Hardap Regional Council

Directorate of Education, Arts and culture

Private Bag 2122

Mariental

Dear **Mrs Rukamba**

RE: Request for permission to conduct research at six secondary schools in the Hardap Region.

I am Aggrey Kayabu Makendano doing research with Prof Vimbi P Mahlangu, in the Department of Educational Leadership and Management, towards a PhD in Education (subject Education Management) Degree at the University of South Africa (Unisa). He may be contacted at these contact details: Telephone number +2712 4298550 and Email: mahlavp@unisa.ac.za should you have any questions – My contact details are 0812749928, Email Jkuyonisa@yahoo.com.

We are inviting you to participate in a study entitled “Exploring teachers’ experiences in managing learner discipline in secondary schools in the Hardap Region of Namibia”

The aim of this study is to explore teachers' experiences and understanding of learner discipline for 24 teachers at six secondary schools of the Auob Circuit in the Hardap region and to develop strategies that will help secondary schoolteachers to maintain and restore discipline among learner in their schools. Your region have been selected to take part in this study entitled "Exploring Teachers' Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia" in which 24 teachers from six secondary schools of the Auob Circuit will be required to take part in the interviews because they meet the criteria set for the study and that your region will provide me with the best relevant information to address the research question, and that all the selected participants are in one or another way linked to the management of learner discipline in these schools or that they comply with certain characteristics in mind.

In this study, interviews will be conducted at three secondary schools which are located in the town of Mariental i.e. Dannie joubert secondary school, Empelheim secondary school, and Mariental secondary school. Whereas open-ended qualitative questionnaire will be conducted at other three secondary schools located in the far remote rural areas approximately 100-120 km from the major town of Mariental i.e. Rooiduin secondary school (Aranos), P.J. Tsaitaib secondary school (Hoachanas), and P.I. Groenewaldt secondary school (Gochas).

The purpose of this study is not generalisation, but it may assist secondary schoolteachers of other secondary schools to find the transferability of the findings and conclusions to their schools which may have similar characteristics and improve their management in the context of learner discipline.

The researcher undertakes to share the outcome of the study with the whole Region. It is envisaged that the results of this study could assist in the successful improvement in the management of learner discipline in schools and classrooms in future. No foreseeable risks are associated with the interviews (semi – structured individual interviews and open-ended qualitative questionnaire) which are for research purpose only. Ethical approval to undertake this study has been issued by the Department of Educational Leadership and Management and the research ethics committee of the College of Education (UNISA). This study involves no violation of individual rights to privacy; participation in this study is entirely voluntary. Participants

are free to withdraw at any time without any consequences or penalty. The researcher ensures the directorate that the research will be strictly confidential, and under no circumstances will participants, and schools' names or identifying characteristics be included in this report. Feedback procedure will entail debriefing of the research findings and sharing the researchers' interpretation with the various participants to avoid researcher bias and ensure the soundness of the research. I would be very grateful to you if you would grant me permission to conduct this research and to involve secondary schoolteachers of the six selected secondary schools in the Auob Circuit of the Hardap Region of Namibia. I would like to assure you that in no circumstances will my study encroach onto the normal duties of the participants involved. Your permission to secure data for this study will be deeply appreciated.

Attached please find copies of the research instruments: (Semi-structured interview schedule and open-ended qualitative questionnaire).

Yours sincerely

A.K. Makendano (PhD student). Prof V.P. Mahlangu

Ref: 57647100 Supervisor

0812749928 +27124298550

APPENDIX D: APPROVAL LETTER FROM THE DIRECTOR OF EDUCATION- HARDAP REGION



REPUBLIC OF NAMIBIA HARDAP REGIONAL COUNCIL



DIRECTORATE OF EDUCATION, ARTS AND CULTURE

Enquiries: Mrs. JJF Rukamba
Tel: (063) 245700
Fax: (063) 242053
E-mail: ousie167@gmail.com

Private Bag 2122
MARIENTAL

15 May 2019

Mr. AK Makendano
PhD Student
MARIENTAL

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SIX SECONDARY SCHOOLS IN THE HARDAP REGION

Your letter dated 15 April 2019 regarding the subject at caption has reference.

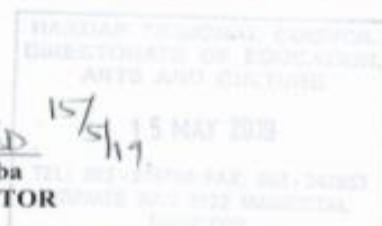
Permission is granted for you to conduct research at the six Secondary Schools in the Hardap Region. However, this activity should not disrupt the formal school programs.

Participation by either teachers or learners should be on a voluntary basis. Should you involve minors in your research activities, consent for participation should first be obtained from the parents/guardians of the minors.

By copy of this letter the Principals are informed of this arrangement.

Yours sincerely


Mrs. JJF Rukamba
ACTING DIRECTOR



APPENDIX E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL



Aggrey Kayabu Makendano

P.O Box 516

Ngweze

Katima Mulilo

23 January 2019

To: The Principal

Dear Sir/ Madam

I am **Aggrey Kayabu Makendano** doing research with **Prof Vimbi.P. Mahlangu**, in the department of Education Leadership and Management, towards a **PhD in Education** (Subject Education management) **Degree** at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone Number +27124298550 and Email: mahlavp@unisa.ac.za should you have any questions. My contact details are 0812749928, Email jkuyonisa@yahoo.com. We are inviting your school to participate in a study entitled "Exploring Teachers' Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia".

The aim of this study is to explore teachers' experiences and understanding of learner discipline for 24 teachers at six secondary schools of the Auob Circuit in the Hardap Region and to develop strategies that will help secondary schoolteachers to maintain and restore discipline among learners in their schools. You and Your school have been selected to take part in this study entitled "Exploring Teachers' Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia" where by 24 participant teachers from six secondary schools of the Auob Circuit will be required to take part in the interviews because they met the criteria set for the study on that your school will provide me with the most relevant information to address the research questions, and that all the selected participants are in one or another way linked to the management of learner discipline in these

schools or that they comply with certain characteristics in mind. The study will entail conducting open-ended qualitative questionnaire at three selected secondary schools including your school. It will also include semi-structured individual interviews with each of the twelve selected teachers of the three selected secondary schools in the Auob Circuit of the Hardap Region of Namibia. At your school, four participants teachers will be involved in the interviews. The purpose of this study is not generalisation but it may assist schools, policy-makers, principals, heads of department, senior teachers and junior teacher of other secondary schools to find the transferability of the findings and conclusions to their schools which may have similar characteristics, and improve their management in the context of learner discipline. The researcher undertakes to share the outcome of the study with your school and the region. It is envisaged that the results of this study could assist in the successful improvement in the management of learner discipline in schools and classrooms in the future. No foreseeable risks are associated with the interviews (Semi – Structured individual interviews and open-ended qualitative questionnaire) which is for research purpose only. Ethical approval to undertake this study has been issued by the department of Educational leadership and management and the research ethics communities of the college of Education (UNISA). The Hardap Director of Education has also approved this research to proceed; your teachers will form part of this study. This study involves no violation of individual rights to privacy; participation in this study is entirely voluntary. Participants are free to withdraw at any time without any consequences or penalty. The researcher ensures the principal that the research will be strictly confidential, and under no circumstances will participants and schools' names or identifying characteristics be included in this report. Feedback procedure will entail debriefing the research findings and sharing the researcher's interpretation with the various participants to avoid researcher bias and ensure the soundness of the research. I would be very grateful for you if you would grant me permission to conduct this research at your school and involve your teachers in this study. I would like to assure you that in no circumstances will my study encroach on to the normal duties of participants involved (your teachers). Your permission to secure data for this study at your school will be deeply appreciated. Thank you in advance for your consideration.

Yours sincerely

A.K. Makendano (PhD student)

Ref: 57647100

0812749925

Prof V.P Mahlangu

Supervisor

+2712 4298550

APPENDIX F: INVITATION TO PARTICIPATE IN AN INTERVIEW



Aggrey Kayabu

P.O Box 516

Ngweze

Katima Mulilo

23 January 2019

To: The Teacher

Dear sir/ Madam

I am **Aggrey Kayabu Makendano** doing research with **Prof Vimbi P Mahlangu**, in the department of education leadership and management, towards a **PhD in Education** (Subject Education Management) **degree** at the University of South Africa (UNISA). He may be contacted at these contact details: Telephone number +27124298550 and Email: **mahlavp@unisa.ac.za** should you have any questions. My contact details are **0812749928**, Email **j.kuyonisa@yahoo.com**. We are inviting you and your school to participate in a study entitled **“Exploring Teachers’ Experiences in managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia”**.

The aim of this study is to explore teachers’ experiences in managing learner discipline for 24 teachers at six secondary schools of the Auob Circuit in the Hardap Region of Namibia and two develop strategies that will help secondary schoolteachers to maintain and restore discipline among learners in their schools. You and your school has been selected to take part in this interview because you and your school will provide me with the best relevant information to address the research questions and that all the selected participants are one or another way linked to the management of learner discipline at these schools or that they comply with certain characteristics in mind.

The study will entail conducting open-ended qualitative questionnaire at three selected secondary schools including your school. It will also include semi-structured individual interviews with each of the twelve selected participant teachers of the three selected secondary schools located in the town of Mariental in the Auob Circuit of the Hardap Region of Namibia. At your school four participant teachers will be

involved in the interviews. The purpose of this study is not for generalisation but it may assist government, schools, policy-makers, principals, heads of department, senior teachers and junior teachers of other secondary schools to find the transferability of the findings and conclusions to their schools which may have similar characteristics, and improve their management in the context of learner discipline.

The researcher undertakes to share the outcome of the study with your school, the whole region and the Ministry of Education, Arts and culture. It is envisaged that the results of this study will assist in the successful improvement in the management of learner discipline in schools and classrooms in the future. No foreseeable risks are associated with the interviews (semi-structured individual interviews and open-ended qualitative questionnaire) which is for research purpose only. Ethical approval to undertake this study has been issued by the Department of Educational Leadership and Management and the research ethics committee of the College OF Education (UNISA).

The Hardap Region director of education has also approved this research to proceed; you and your school will form part of the study. This study involves no violation of individual rights to privacy; participation in this study is entirely voluntary. Participants are free to withdraw at any time without any consequences or penalty. The researcher ensures you that the research will be strictly confidential, and under no circumstances will participants and schools' names or identifying characteristics be included in this report. Feedback procedure will entail debriefing the research findings and sharing the researcher's interpretation with the various participants to avoid researcher bias and ensure the soundness of the research. I would like to ensure you that in no circumstances will my study encroach on your normal duty or participants involved. I am therefore kindly inviting you to participate in this study within your school. This will help to secure data required towards this research; your contribution is deeply appreciated.

Thank you in advance for your consideration.

Yours Sincerely

AK. Makendano (PhD student). Prof V.P Mahlangu

Ref: 57647100 Supervisor

0812749928 +27 12 429 8550

APPENDIX G: INFORMED CONSENT LETTER



Title: Exploring teachers' experiences in managing learner discipline in secondary schools in the Hardap Region of Namibia.

Dear Prospective participant

My name is **Aggrey Kayabu Makendano** and I am doing research with **Prof Vimbi P Mahlangu**, in the Department of Educational Leadership and Management towards a PhD in Education at the University of South Africa. He may be contacted at: Telephone number +27124298550 and email: mahlavp@unisa.ac.za should you have any questions. My contact details are 0812749928, email: jkuyonisa@yahoo.com. We are inviting you to participate in the study entitled "Exploring Teachers' Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia".

What is the purpose of the study?

The purpose of the study will be to explore teachers' experiences in managing learner discipline for 24 teachers at six secondary schools of Auob Circuit in the Hardap Region. The researcher undertakes to share the outcome of the study with your school, the whole region and Ministry of Education, Arts and Culture. It is envisaged that the result/findings of the study could assist in the successful improvement in the management of learner discipline in schools and classrooms in future.

Why am I being invited to participate?

You are selected to take part in this study because I believe that you met the criteria set for the study, and you could provide me with the best or relevant information to address the research questions and because of your valuable experience and expertise related to my research topic.

What is the nature of my participation in this study?

This study involves interviews (semi-structured individual interviews and open-ended qualitative questionnaire) you are kindly requested to participate in the interviews – using interview schedule comprising of nine questions as honestly and frankly as possible and according to your personal views, knowledge and experience.

The expected interview questions are:

Question 1: How long have you been teaching at this school?

Question 2: What is your occupational rank at this school?

Question 3: At what level are you teaching at this school?

Question 4: To what extent are you teachers able to manage learner discipline at your school?

Question 5: What is your experience regarding the management of learner discipline at your school?

Question 6: In your experience, what are the causes contributing to learner discipline at your school?

Question 7: What challenges do you face in managing learner discipline at your school?

Question 8: How do you experience government policies in managing learner discipline at your school?

Question 9: Which strategies do you develop and adopt in managing learner discipline at your school?

The expected duration of this interview will be between 30 and 45 minutes and open-ended qualitative questionnaire will be 45 minutes to take place in a mutually agreed upon location at a time convenient to you.

Can I withdraw from this study even having agreed to participate?

I would like to reassure you that as a participant in this study, you have several very definite rights: One of those rights is that your participation in this study is entirely voluntary and you are under no obligation to consent your participation. If you do decide to take part, you will be given this information sheet to keep and be asked to

sign a written consent form. You are free to withdraw from this study at any time and without giving a reason or penalty or negative consequences.

What are the potential benefits of taking part in this study?

In this research, the researcher undertakes to share the outcome and findings of the study with your school, the whole region and the Ministry of Education, Art and Culture. The findings of the study will benefit your school, the whole region and the Ministry of Education, Art and Culture. The summary of the findings of my study will be sent to you and your school and it is envisaged that the results/findings of this study could assist in the successful improvement in the management of learner discipline in schools and classrooms in future.

Are there any negative consequences for me if I participate in the research project?

In this study, there are no known or anticipated risks to you as participant in this study and no foreseeable risks are associated with the interviews which is for research purpose only.

With the information that I convey to the researcher and my identity to be kept confidential?

You have the right to insist that your name will not be recorded anywhere, and that no one, apart from the researcher and other selected participants will know about your involvement in this research. Your name and that of your school will not be recorded anywhere in the report and no one will be able to connect you to the answers you give, and your anonymity will be ensured. However, indication of your age, gender, occupation, marital status, academic qualification, experience and level of teaching will contribute to a more comprehensive analysis. In this study, information about the participants will be considered confidential and only the researcher will have access to names and data. The names of all the participants will not be revealed. The names of participants and of the schools will be coded. In this research, the reporting of the findings/ results will be groups and not individual results. All the information obtained from the interviews will be used for research purposes only and will remain confidential.

How will the researcher(s) protect the security of data?

In this research, data in the form of hard copy will be stored by the researcher for a period of five years in a safe locked cabinet in my house for future research or academic purposes. Electronic information will be stored on a password protected computer. After five years all stored information will be destroyed. In this regard hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programmes.

Will I receive payment or any incentives for participating in this research?

In this study, there will be no payment or any incentives for participating. Your participation will mean that you are just assisting me voluntary/ willingly in this project. You will get a copy of final results/findings of my study. Thank you in advance for your willingness to assist me in this project. If you accept my invitation to participate, we request you to sign the consent to participate in this study (Return slip) on the next page.

Has the study received ethics approval?

This study has received written approval from the research ethics review committee of the college of Education, UNISA. A copy of the ethical clearance letter can be obtained from researcher if you so wish.

How will I be informed of the findings/results of the research?

If you would like to be informed of the findings, please contact Aggrey Kayabu Makendano on **0812749928** or email jkuyoisa@yahoo.com. The findings are accessible for 3 months.

Should you require any further information or want to contact the researcher about any aspect of these studies, please contact **061239843** e-mails Jkuyonisa@yahoo.com.

Should you have concerns about the way in which the research has been conducted, you may contact **+27124298550**, email mahlavp@unisa.ac.za. Alternatively, contact the research ethics chairperson of the college of Education Research Ethics review

committee Dr M. Claassen, e-mailmcdte@netactive.co.za: Tell: 0123460701: Cell 0829402693. Web: www.unisa.ac.za/cedu.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Aggrey Kayabu Makendano (Mr)

Consent form to participate in this study (return slip)

I..... Confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet (informed consent letter). I understand that research will attempt to explore teachers' experiences in managing learner discipline in secondary schools in the Hardap Region of Namibia. I had sufficient opportunity to ask questions and I am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty or negative consequences. I am aware that the findings of this study will be processed in a research thesis, but that my participation will be kept confidential unless otherwise specified. I agree to give my consent in giving information through an **interview (semi – structured individual interviews) interview Transcripts, recorded cassettes and open-ended qualitative questionnaire**. And they will be stored in safe locked cabinet for the period of five (5) years. I confirm that I was informed that if I have any question about my rights as a study participant or dissatisfied at any time with any aspect of the study, I may contact Mr Aggrey Kayabu Makendano (researcher) at cell: 0812749928. I have received a signed copy of the informed consent agreement.

With full knowledge of all foregoing, I agree of my free will to participate in this study.

Participant's name and surname (please print).....

Participant's signature Date

Researcher's name and surname (please print)

Researcher's signature Date

APPENDIX H: SEMI-STRUCTURED INTERVIEW SCHEDULE FOR TEACHERS



Title: Exploring teachers' experiences in managing learner discipline in secondary schools in the Hardap Region of Namibia

Instructions

The questions that will be asked have no right or wrong answer you are encouraged to feel free to answer the questions according to your experience, understanding and knowledge. All the responses will be treated with absolute confidentiality and your name and that of your school will not be mentioned in the final report.

Introduction

This semi-structured interview schedule is designed to explore teachers' experiences in managing learner discipline. The main purpose of this interview is to gauge teachers' experiences in managing learner discipline in secondary schools.

Participant No..... School (A, B, C, D, E or F).....

Date:

1. To what extent are you teachers able to manage learner discipline at your school?
2. What is your experience regarding the management of discipline by your school?
3. In your experience, what are the causes of contributing to learner discipline at your school?
4. What challenges do you face in managing learner discipline at your school?
5. How do you experience government policies in managing learner discipline at your school?
6. Which strategies do you develop and adopt in managing learner discipline at your school?

APPENDIX I: EXAMPLE OF AN INTERVIEW TRANSCRIPT



Research Interview

Recording Name: P1

Researcher: Madam, how long have you been teaching at this school?

Participant: I have been teaching for three years here, and I was a novice teacher as well for a year.

Researcher: What is your occupational rank at this school?

Participant: I am just a normal teacher, and I have the scholar patrol and then I have the prefects. I am one of the people managing the prefects as well.

Researcher: At what level are you teaching at this school?

Participant: Combined school. So, I am giving Grade 5, Grade 6, Grade 8 and Grade 9

Researcher: To what extent are you as a teacher able to manage learner discipline at your school?

Participant: To the best of my ability at this point. I am managing, I am telling the people that are (indistinct) they are hurting my feelings and you do not do to others that you do not want upon yourself. And I think the learners in my class are very respectful. I am experiencing some troubles with the lower grades children that are coming over to Grade 5. They are wild, no discipline, because I think they think they are big now so they can do what they want. So, the trouble comes from Grade 5, in my experience, with the children. Grade 6 is a bit better. The high school I am experiencing it is lovely to teach the children. Sometimes they will be a bit noisy, but then I just count 1-2-3 then I am done, then I will punish you. Then I will get a violation system.

Researcher: What is your experience regarding the management of learner discipline at your school?

Participant: I think we can do better if everybody works together, because if the class stands outside and everybody does it the child will know this is the structure, this is how it is supposed to work. If you enter a class you must be quiet. So, I am experiencing we are trying to work together, so that actually is very nice in our school. So, Ms Louw works on the steps. Everybody is quiet when you pass here, or we try to be quiet on this side. But we do not get the same co-operation on that side. So, when they walk around they are noisy, but they come here and they *now I need to be quiet*. So, discipline does not always come from the child alone. We as teachers need to put it out there and the child must know where the boundaries are, because if they do not know where the boundaries are they will cross it. But if they know where the boundaries are, they will stop before they cross the boundaries.

Researcher: In your experience, what are the causes contributing to learner discipline at your school?

Participant: There is no corporal punishment anymore. That is the biggest problem. Because if you tell a child if you do not do your homework I am going to punish you now, they will do their homework if there is corporal punishment like in the olden days. Today what is a violation? A violation, my name gets written on a piece of paper four times, I must go sit detention. *Oh, it is lovely in detention, madam. I love it. I just go sit and do my homework there.* So, actually it is a punishment for the teacher, not the child because the teacher must sit there for three hours watching the children now and they are having a *jol*. So, it is difficult.

One cause I can think about is the child's circumstances at home. They bring it to school if they do not get disciplined at the house. And one other reason I think we can dig into is you do not need to pay anything for school now, it is for free. And when something is for free, you do not work for it. But when you (indistinct) *My mom is sweating, and she is working, and she needs to pay my N\$300 a month for school. I am going to give my everything because I know she is struggling to pay my school fees. I must give my best.* So, I think that is one of the causes as well.

Researcher: What challenges do you face in managing learner discipline at your school?

Participant: Each child is different, and you need to take that into perspective as well. Because you can yell and you can scream, and you can say *you need to be quiet*. That does not work with everybody. Or you can just say: *Please children, if you are talking louder I am going to speak softer now, so then you cannot hear me, and I cannot teach you*. So, one of the (incomplete) I do not know. The children do not care anymore, they really do not care. They do not go study. And what can we do? We cannot even point a finger nowadays then they take you to the police, because it is against their personal rights. So, it is very difficult to be a teacher nowadays.

And sometimes I feel like I am just going to put my bag down and walk away. Other times I am loving it because they are actually working with us. I do not know. Like I said, it depends on the type of child you are getting, the type of grade you are getting. And if you are not prepared in your subject, you will have a discipline problem. Because if there is a lot of work to do, the children will keep busy and then you will not experience these problems in your class. But sometimes you have a lot of work and you are organised, but you are still experiencing the discipline problem. So, like I said, it depends.

Researcher: How do you experience government policies in managing learner discipline at your school?

Participant: It is making it difficult, because all the policies that are implemented are for the children, to protect them. But if you go and you study your bible, there is a verse that says in Afrikaans *tug diegene wat jy lief het*. You need to punish the one you love so that they will not make the same mistake. But now, with all these laws and policies that are implemented, you cannot touch that child anymore. You cannot even say a bad word, you cannot point a finger, it is difficult. How are you going to bend the tree while it is still young when you do not have the power to do it anymore? Because the parents at home cannot even do it anymore, then the child comes to the police. Do you understand? My mom told me: *As long as you are living under my house, I will beat you*. And I am so glad she did, because I can see the positive in that corporal punishment, I can see how I developed. And respect, there

is no respect anymore. And with these policies the children know: *I can do what I want, I can say what I want. And if I get kicked out of school, then I just go to another school.* You see? So, I am experiencing, it is difficult for me in school with policies to implement discipline. Because like I told you, all this workload is dumped on the teacher, we need to raise the child in the class. That is not our responsibility, because he needs to be raised and he needs to be taught at home how to respect others. Then he comes to school, there is no respect. So, where does the problem actually come from? All these policies do not help all the time. I know if I implement it to help the children, sometimes it helps the teachers as well, but it is difficult.

Researcher: Which strategies do you develop and adopt at your school in managing learner discipline at your school?

Participant: My strategy is I count. I count to three. So then if I say 1, they scatter; if I say 2, they sit. I do not go to three, because then they know I am up to here, I will write them in the violation system. But like I said, it does not always work so I get *Dirkie* and I say: *That is Dirkie. If I get to 3, I am going to use Dirkie.* But I do not get to 3, because 1-2-3 works for me as a teacher and I think the children respect me for that. And I give a lot of love because when you give love the children want to be in your class. They want to be in your presence, they want to do their work so that they can get your praise. And that is one of my strategies: If you do not work, you do not get praised.

And sometimes motivation helps. I have a can of sweets. I say: *Who wants a packet of chips? Who gets the right answer?* So that motivates them to be disciplined in my class. I think that is my personal strategies, yes.

Researcher: So, to recap on your interview, when a learner has committed an offence or is conducting himself in an unprofessional way, what procedures do you always follow as a teacher if a person wrongs you or does something wrong in your class?

Participant: What I usually do is I take them outside. I am telling them: *We are going to walk to the principal now.* Then I just take him outside my class, and I will tell him: *What you did now in my class is wrong and you are hurting my feelings. And I have never done something against you. Why are you doing that to me? I believe in you.*

Why do you not believe in yourself to be disciplined in my class? And then we come back, and I say: Now this is behind us. We are going to move forward. And we have one child here in Grade 8. He is rather a trouble-maker in other classes, but I do not experience it in my class. Because like I said, if you give somebody love that truly needs it because that is why they are searching for it in the wrong place. Every attention that they get is something, even if it is negative attention.

Researcher: In general, what do you want to say on learner discipline?

Participant: I think if the classes are smaller it will be better for us as teachers to discipline the children. Because our classes are too big and that is why we are struggling to manage all the children. Because we have classes with 42 children in the class, so it is making it very difficult. In general, I think our school's discipline is not on standard like we want it to be, but it is really good.

Researcher: Thank you very much madam for your participation, we are done.

[End of Recording]

APPENDIX J: LETTER REQUESTING PARTICIPANTS TO ANSWER A QUESTIONNAIRE



Dear Participant

This letter is an invitation to consider participating in a study I, **Aggrey Kayabu Makendano**, Student number **57647100**, am conducting as part of my research as a **PhD student** entitled Exploring teachers' experiences in managing learner discipline in secondary schools in the Hardap Region of Namibia at the University of South Africa under the supervision of Prof Vimbi P. Mahlangu. Ethical approval for the study has been given by the Department of Educational Leadership and Management and the ethics committee of the College of Education, UNISA. I have purposively identified you as a possible participant because of your valuable experience and expertise related to my research topic. I would like to provide you with more information about this project and what your involvement would entail if you agree to take part. The importance of learner discipline in education is substantial and well documented.

Before Namibia's independence in 1990, discipline in schools was maintained in a way that was humiliating and not conducive for effective teaching and learning. This was due to the fact that discipline was maintained by beating and caning learners (Antonio 2017) and this was prescribed in the government Gazette of South West Africa (1973) as Namibia was then called. The abolishment of corporal punishment in Namibia as a form of managing discipline in schools should be central to any study of learning discipline. In secondary schools, for learner discipline to be effective, expectations have to be clearly communicated to all role players. The problem of learner discipline are sparking a national debate as teachers search for ways to strengthen the schools system at all level, more effectively respond to the rapidly changing world around them, and better educate their learners (Amutenya 2016).

Smith and Amushigamo (2016), state that there has been a worsening of learner discipline among secondary school learners during the past ten years. Therefore,

most teachers struggle to find effective solutions to the problem of the learner discipline in their schools. It is for this reason that a study concentrating on learner discipline is important (Mushaandja, 2016). These studies intend to explore teachers, experiences in managing learner discipline in secondary schools in the Hardap region of Namibia. Therefore, problems which have to do with lack of learner discipline deserve immediate attention from all the stakeholders in order to eradicate all unnecessary problems in the education arena, particularly in the Hardap region of Namibia.

In this questionnaire, I would like to have your views and opinions on this topic. This information can be used to improve the management of learner discipline in secondary schools and classrooms in future. Before you start with the questionnaire, I would like to reassure you that as a participant in this study, you have several very definite rights: Your participation in this study is entirely voluntary. You may decline to answer any of the questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences. Your name and that of your school will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data gathered during this study will be retained on a password protected computer for five years in my locked office. There are no known or anticipated risks to you as a participant in this study. The researcher undertakes to share the outcome of this study with your school and the Ministry of Education, Arts and Culture. If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at 0812749928 or by e-mail at Jkuyonisa@yahoo.com. I look forward to your participation and thank you in advance for your assistance in this project. If you accept my invitation to participate, I request you to sign the consent form which follows on the next page.

Yours Sincerely

.....

Consent Form

I have read the information presented in the information letter about the study “Exploring Teachers’ Experiences in Managing Learner Discipline in Secondary Schools in the Hardap Region of Namibia”. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am also aware that excerpts from the questionnaire may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent to participate in this study at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant’s Name (please print):

Participant Signature: Date

Researcher’s Name: (please print):

Researcher Signature: Date

APPENDIX K: OPEN-ENDED QUALITATIVE QUESTIONNAIRE



Title: Exploring teachers' experiences in managing learners discipline in secondary schools in the Hardap Region of Namibia.

There are many views that teachers hold on the question of discipline in schools. Some teachers hold the view that both learners and teachers contribute to learners' indiscipline in schools, while other teachers believe that it is only learners who are the source of indiscipline in schools.

Many factors and excuses will always be made and shifting of blames to particular individuals will always persist to justify failure of our schools. As teachers, what are your views on learners' indiscipline at your school?

As you see, this is not a test and there is no right or wrong answers.

Instructions.

1. Please answer all the questions frankly and objectively, using your own judgement and experience.
2. Do not discuss the questionnaire with fellow colleagues. Your individual opinion will be valued.
3. Your answers will be treated as confidential and anonymously as possible, that is why you are not even required to write down your name or the name of your school. The information and answers you are going to give will assist me in writing the final doctoral report. The researcher will personally collect the questionnaire.

Section A: Biographical information of the teachers.

In this section I would like to know a little about you to evaluate different opinions.

1. Which one of the following age categories applies to you?

20-30 years

☐

31-40 years

☐

41-50 years	<input type="checkbox"/>
51-60 years	<input type="checkbox"/>
60+ years	<input type="checkbox"/>

2. Indicate whether you are:

Male	<input type="checkbox"/>
------	--------------------------

Female	<input type="checkbox"/>
--------	--------------------------

3. What is your marital status?

Single	<input type="checkbox"/>
--------	--------------------------

Married	<input type="checkbox"/>
---------	--------------------------

Divorced/ separated	<input type="checkbox"/>
---------------------	--------------------------

Widowed	<input type="checkbox"/>
---------	--------------------------

4. Indicate your highest qualification.

LPTC	<input type="checkbox"/>
------	--------------------------

PTC	<input type="checkbox"/>
-----	--------------------------

ECP	<input type="checkbox"/>
-----	--------------------------

BETD	<input type="checkbox"/>
------	--------------------------

DEGREE	<input type="checkbox"/>
--------	--------------------------

HED	<input type="checkbox"/>
-----	--------------------------

HONOURS	<input type="checkbox"/>
---------	--------------------------

MASTERS	<input type="checkbox"/>
---------	--------------------------

5. How many years have you taught?

1-10

☐

11-20

☐

21-30

☐

31-40

☐

6. What is your occupational rank?

Teacher

☐

Senior teacher

☐

Head of department

☐

Principal

☐

7. At what level are you teaching?

Junior secondary

☐

Senior secondary

☐

Section B: open-ended qualitative questions.

Question 1.

What are the experiences of teacher with regard to learner discipline?

.....

.....

Question 2.

What are the views of teachers regarding the importance of learner discipline?

.....

.....

.....

Question 3.

How do teachers experience the consequences of lack of learner discipline in senior secondary school?

.....

.....

.....

Question 4.

Which strategies can be implemented by teachers to improve learner discipline in senior secondary schools?

.....

.....

.....

Question 5

How do you experience government policies in managing learner discipline at your school?

.....

.....

.....

Question 6

Which strategies do you develop and adopt in managing learner discipline at your school?

.....

.....

.....

Thank you for your cooperation.